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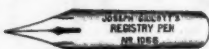
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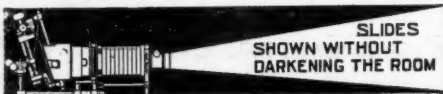
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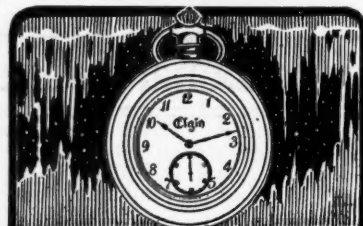
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Literature and Character Formation.

There is no doubt of the fact that many teachers like to preach to their pupils. But tho their victims must perforce listen they are not equally certain to act upon the worthy maxims continuously dinned in their ears. Mr. Edwin L. Miller, in an article on literary study and character formation in the *School Review* for May says that this method of work—he is speaking especially of the study of literature—is entirely wrong. It makes the boys and girls “long, tho perhaps they are not aware of it, and would indignantly and sincerely deny it, to exchange

‘the lilies and languors of virtue
For the roses and raptures of vice.’”

“Some of us,” continues Mr. Miller, “would try to get ethical blood out of a moral turnip; we find in a piece of blasphemous impiety like Byron’s *Vision of Judgment* a new apocalypse, and in a simple little story like the *Great Stone Face* a system of conduct so beautiful and so complete that we cannot speak of it without tears, to say nothing of those which we cause other people to shed. If the teacher is operating on what is vulgarly known as the goody-goody boy or a sedate and pious Miss the ethical dainty is received and consumed with grateful decorum. But if the subject is unregenerate or is even full of high spirits and inclined, as all healthy-minded young people are, to think habitually about far other things than moral principles, spiritual nausea is pretty sure to follow.

“Fineness of feeling and hence fineness of morals depend on fineness of intellect. Common experience attests the truth of this conclusion. It is impossible to conceive of an all-wise Being who is not also all-good. In so far as any man is a criminal, just in so far is he a fool. Stupidity leads to other consequences than immorality, but all immorality is the result of stupidity. The way to eradicate sin, therefore, is to eradicate stupidity. In other words, the scientific method of forming character is to increase the size and the quality of the brain.

“This idea should permeate and saturate every recitation in literature. From the first to the last it ought to be in the teacher’s mind. There is no portion of the work which cannot be made to assist in the cumulative result. The student should be taught to see things accurately and independently; to speak and write accurately and independently, and to judge books accurately and independently.

“The moral importance of insisting on absolute accuracy in the mechanical details of composition, which is an essential part of the study of literature and ought never to be separated from it, cannot be overestimated. By conscious and persistent effort there can be created in the student a state of mind such that if he misspells a word or misplaces a comma, he will be as unhappy as a full back who misses a tackle or a center fielder who muffs a fly. If he is not so taught there will be no foundation for the future upbuilding of his character thru the medium of literary study.

“The first thing that I should try to teach, after reasonable progress had been made in these mechanical matters, would be accuracy of observation in regard to nature, men, and books. I would have the boys and girls, at an early point in the high school course read some come composition like John Burroughs’ *Sharp Eyes*, the chief purpose of that work being to open their senses to the great mass of common things about them which they

and we and all people are too apt to look at without seeing. From the observation of things I would pass to the observation of men, taking as a starting point some such book as *Silas Marner*, in which character and motives are clearly and keenly analyzed. I would end these exercises in observation with a critical examination of some masterpiece, probably the *Merchant of Venice*, endeavoring to give my pupils a sound and definite standard by which to weigh its merit, and so establishing in them the habit of judging a book not by what is written about it but by what is written in it. I would place them under the influence of the splendid simplicity and straightforwardness of Burns, Macaulay’s glorious candor, and the piercing east wind of Carlyle’s stern moral vigor. In such atmospheres spiritual malaria cannot exist.

“The salutary influence of good examples, indeed, can scarcely be overestimated. Man is essentially an imitative animal. We all try to be what we admire. Many a writer has conceived a noble ideal, cherished thruout years of earnest and successful toil, from a perusal of Boswell’s *Johnson*. Many a self-made man has caught his first impulse from the pages of Franklin’s autobiography. Many a soldier, who has risen high above his fellows, can trace the inception of the resolve that led him onward and upward to the inspiration that he drank in from the old Plutarch with the battered cover.

“The most important and far reaching consideration of all is the formation of taste. Good taste is the highest of all moral qualities, and for this reason the cultivation of it should constitute the ultimate aim of education. The man who is good because he likes to be good is better than the man who is good because he thinks he ought to be good. If Willie abstains from Sunday baseball because it grieves mother when he indulges in it, he is apt, when mother is out of town to fall from grace; but if he abstains because the evil smells and the bad language makes him sick, he will never backslide. If our pupils read Shakespeare instead of Archibald Clavering Gunter because we tell them that Hamlet is better than Mr. Barnes of New York, we have doubtless scored a point; if they stick to Shakespeare long enough they will be convinced that we tell the truth. The “if,” however, is too large. The impelling force must come from within. How can we create in our pupils such a frame of mind that they would rather read Milton and Burke than Josh Billings and Artemus Ward?

“The achievement is no easy one. There are several popular ways of not accomplishing it. The teacher who adopts the method of minute linguistic study and the teacher who adopts the diametrically opposite method of sentimental gushing are generally unsuccessful. Both fail for the same reason. Neither makes the student understand. Here we have a precious truth. Dislike is merely a form of ignorance. People cannot help worshipping merit when they actually realize that it is merit. If you can lead your pupils to see even imperfectly what good literature is, if you can open their eyes to one-tenth of the beauty, the power, the significance of it all, you need not worry much about their liking it. And in proportion as they like it, their morals will be safe.

“The conclusion from all of these facts is simple and irresistible. There must be no such thing as moral instruction as such. Whatever enlarges, refines, and strengthens the brain is powerful and salutary in the formation of character. The only scientific way to teach ethics is to turn the white light of truth on the relations of things.”

Mechanism and Freedom.

Under the title of "Mechanism and Freedom," Editor George P. Brown, of *School and Home Education* gives, in the May number of his magazine, a succinct statement of the bearing of evolution on education. He says that the child comes into the world an animal, and as such its actions are mechanical. But there is born with it the germ that is capable of developing into freedom of action by which it can rise into that image of the supreme activity of the world in which all existences "live and move and have their being."

"It is the purpose of education," continues Mr. Brown, "to supply the environment or stimulus by which this potentially free activity shall grow into an actually free being, and become the son and heir not only of all the ages, but of the author of all the ages. Such is the high destiny of the humblest child and such the lofty mission of the humblest teacher."

"Keeping this ultimate end in view it behooves us to consider the use and abuse of mechanism in accomplishing this grand result."

"The child comes into the world a machine. Fortunate indeed is it if the machine is a perfect one. It is a self-active machine stimulated by what is within it and by that which surrounds it. Most fortunate is the child if that which surrounds it shall from the beginning urge it onward toward the attainment of its destiny,—that of a free being."

"The purpose of education, therefore, is to prepare the child for using human society as a means for his fuller and higher development into an individual who is free; and to so use it that society itself shall be improved by him."

"The problem of education is to so use the mechanical activities that the child inherits, and those with which society abounds as to forward that spiritual, free activity which is the goal of all endeavor. This, it would seem, is the true meaning of "a liberal education."

"But in the child's early education the mechanical is a very important element. He begins by imitating what he sees and hears. There is a certain exercise of his freedom or individuality in this which pleases him; and it pleases him, too, because it gratifies his instinct to be like others. The social instinct is strong in the child from the first. When he repeats this act of imitation often enough it becomes a habit. This habit then loses its element of conscious freedom and becomes mechanical. If it is a valuable habit he can use it henceforth as a stepping-stone to some other attainment."

Trade Unionism Among Teachers.

"Trade Unionism and the Teaching Profession" is the title of an article in a recent issue of the *London Journal of Education*. The writer, Mr. F. B. Kirkman, observes how short-sighted is the accusation oftentimes brought against the teachers' association, that the members seem to busy themselves on "narrow trade union" lines with questions relating to salary and pension. The teaching profession is at present far from being efficient and will continue to be so as long as the school-room is made to serve as a 'temporary doss-house for stranded graduates.'

"It is clear," he adds, "and has for a long time been clear, that, if the standard of efficiency is to be raised, the profession must be closed to all those who do not intend to make teaching the serious business of their lives, and who are not prepared to qualify themselves in a special manner for the work. Measures of reform that have already been accepted in principle will have to be carried into practice: that is, each intending teacher must, as in France and Germany, possess certain stated minimum scholastic qualifications determined by the particular nature of the class-work he is going to do, and no person should be admitted into the ranks who has not under-

gone some sort of professional training and passed thru a period of probation."

"Now it will be difficult to get persons willing and able to equip themselves in this thoro manner for their work, and to spend time and money in so doing, unless the profession offers them better prospects than it does at present—unless it offers them an assured position. This it most certainly cannot do until the questions of salary and pensions, of security of tenure, and of hours of service have been satisfactorily settled. The work, therefore, that the assistant-masters are now doing must be done not only for their own sake, but also for the sake of the schools and the scholars; and, if it absorbs all their energies, they, at least, cannot be blamed, for it seems certain that what has been done by the state for the French and German teacher will in England have to be done by the assistant-master himself."

The writer draws particular attention, however, to one characteristic of the English teaching profession as a whole which resembles a well-known feature of trade unionism. There has crept into the profession a bitter spirit of selfishness and jealousy. Each association of teachers is busily engaged in pursuing its own interests apart from those of every other association; and there is a woeful lack of co-operation and organization in the teaching profession as a whole.

No Continuous Contracts for Teachers.

Editor C. W. Bardeen, of the *School Bulletin*, believes in the principles of civil service tenure of office, but is opposed to their application to teachers. In an address delivered before the New York Schoolmasters' Club and printed in full in his periodical, he cites as an illustration of the working of the system the experience of the U. S. commissioner of patents, Mr. Duell. When this gentleman assumed control of the patent office he found cases months behind, but, try as he would, he could not hurry them up with the force at his disposal. The men were in, they could not be removed except for cause, there was no immediate probability of promotion if they exerted themselves, and they took things easily.

Mr. Bardeen says that he has been told again and again by teachers who have become clerks at Washington that the influence of the life there is deadening. They took the places often as a means to studying for a profession; but once in the stream of indolence that prevails there, they fell into the current of doing the least that was required during the hours of service and nothing at all outside.

"Yet with all these disadvantages of the civil service system, it is such an improvement upon appointment by personal favoritism that for clerkships, where work may on the whole be measured by the hour, it is so far the best system devised."

"But as you rise above clerkships the civil service system becomes more and more inapplicable, and when we come to the professions its workings appear positively ridiculous. Suppose when you had once employed a physician you could not change to another except upon formal charges. Suppose if you were dissatisfied with your lawyer you could not employ a different one until you had got the first disbarred."

"I hope I have made it clear that tenure of office under civil service regulations, by which the occupant of a place can be removed only upon legal charges, in other words continuous contract, is appropriate and desirable in inverse proportion to the rank and responsibility of the occupation."

"Now what are the rank and the responsibility of teaching?"

"Three years ago when the re-engagement of teachers came up before the Syracuse board of education, the principal of the high school and the superintendent of schools united in saying publicly before the board in regard to two teachers in the high school, that their work was a positive detriment, and that if political considera-

tions compelled their re-engagement the city would be a gainer to pay them their salaries to remain at home. I may add, incidentally, that they were at that same meeting unanimously re-elected and are still teachers in the high school.

"Now if this be true, if teachers are not, like day-laborers, one as good as another; if their work can not be measured, like that of clerks, by the hours they are employed, is it to the advantage of teachers as a class that their work should be ranked with that of day laborers and clerks, in the application of civil service principles?

"I need not say that I favor tenure of office in teaching. The teacher who is doing good work this year will usually be more apt to do good work next year if she can do it in the same place. Frequent changes are incompatible with satisfactory progress. But the tenure of office should come from the satisfaction given—not from a legal provision that she cannot be removed. In most cases the results are the same. New York city has for many years given to her teachers continuous contracts, with removal only for cause; Brooklyn has given them contracts which may be terminated at the pleasure of the board. In effect tenure of office has been as secure in Brooklyn as in New York. But there is a principle involved in the effect upon the teacher which is important.

"Even the most strenuous advocates of continuous contracts must admit that they encourage mediocrity. The work must be respectable or it will lead to dismissal, but there is lack of stimulus to do one's best. The form of contract now being so increasingly adopted is that after a short probationary period, say two years, appointment is permanent unless there is removal for cause.

"Is not the tendency of this to deaden the spirit of the teacher? We are all of us old enough to realize man's instinctive tendency to fall into routine. It is so easy to let the work laid out for the day entirely occupy the day; so difficult to keep that extra hour for special outside study, for general consideration of our work in perspective—in short, for growth.

"If this is true of us, who have comparative freedom of action, how true it must be of the grade teacher, whose minutes are all distributed over a program, and whose day's work is measured out for her in pages of the text-book.

"Run your mind over the grade teachers you have known, and I ask you in how many of them would that last consideration, 'I am in and I can't be put out,' prove a barrier to the effort from which alone growth can result.

"And yet the teacher who has ceased to grow has ceased to be fit to teach. It is a question, not of position but of direction. It is not, how much does she know, but does she know more than she did yesterday; not of how well is she prepared to teach, but of whether she is better prepared to teach this year than she was last year. For teaching involves momentum. The teacher can not carry her pupils on to higher things unless she has herself a motion toward higher things. Let her settle down to lymphatic contentment with herself as she is and her work as she is doing it, and you will have a lifeless school.

"But I hear somebody say it is a choice of evils. There are disadvantages in continuous contracts, but they are less than those of uncertainty. The teacher engaged only for the year and liable to be dropped at the end of the year has no inducement to fit herself for life-teaching; she may have to do housework next year.

"Is this apprehension based on experience or upon theory? You remember that when George Stephenson was perfecting his locomotive the greatest difficulty he anticipated was in making the wheels cling to the rails. He thought of cogging both the rails and the wheels, of magnetizing the wheels. But when he put the locomotive on the track to try it he found the difficulty was all imaginary; the weight of the locomotive produced friction enough to make the wheels cling without special devices.

tion enough to make the wheels cling without special devices.

"So I think the advocates of continuous contracts exaggerate the practical difficulty they are trying to meet. There have been cases where worthy teachers have been dropped from personal malice or to make place for a protégé of some one in power; but I appeal to you, have not such instances been rare even under the loose constitution and the arbitrary powers of boards of education in the past?

"Yet these are fast giving way to general conditions more favorable to the teacher. A few years ago, for instance, many cities gave to teachers only contracts during the pleasure of the board, reserving the right to dismiss them without notice. This is now legally impossible in New York, and will soon be so thruout the Union. Yet under these rankly inequitable contracts arbitrary dismissals were few; in Brooklyn they gave what were in effect continuous contracts; thruout the country there were a hundred teachers kept in long after they were known to have outlived their usefulness for every one unjustly dismissed.

"I believe in protecting the teacher, but I do not believe that continuous contracts are the most efficient protection. For it must be remembered that every place held by an unworthy teacher keeps out of place a worthy teacher. I am glad to see that the principals of Buffalo, wiser than some of their sisters, have protested as a body against a proposed law to make contracts continuous in that city. They say it is too difficult now to get rid of incompetent teachers, and yet the superintendent there has by law absolute power of annual appointment.

"Make sure that only properly prepared teachers are employed, and the laws of supply and demand will take care of salaries. Make sure that the work of teachers is justly estimated and made the sole basis of retention and promotion, and you give them a constant incentive to the best efforts of which they are capable."

How Text-Books are Adopted.

The *School Board Journal* published at Milwaukee, gives the following valuable summary of the state laws governing the adoption of text-books:

Arkansas.—List of books is named by the state superintendent. Directors are limited to this list in making their adoption. Time, three years.

California.—The text-books are published by the state. The state owns its own printing plant.

Colorado.—Books are adopted by local boards.

Connecticut.—Text-books are selected by local boards. State board of education has authority by law to prescribe text-books, but never does so.

Delaware.—All books are ordered by the local boards, thru the trustees of the state school fund. Time, five years. There is state uniformity.

Florida.—Each county school board adopts books for its county. Time, five years.

Georgia.—Each county board of education selects books to be in use in the county. No free books.

Illinois.—Each district board makes the selection for its district. No change can be made oftener than four years.

Indiana.—Books are adopted by a board of school book commissioners for five years. Free text-books to indigent pupils. There is state uniformity.

Iowa.—By county board of education.

Idaho.—Adopted by a commission appointed by the governor. There is a state uniformity and the free text-book system is in vogue.

Kansas.—Books are adopted by the state text-book commission for five years. There is state uniformity.

Kentucky.—County board of examiners adopt books. Publishers whose books are adopted are required to give bond, in a measure guaranteeing prices. Term of adoption, five years. Each county is required to furnish in-

digent children \$100 worth of books on certificate of the county superintendent that such is necessary.

Louisiana.—Books are selected by the state board of education once in four years, a uniform series being provided. The board reserves the right to make changes or additions to the list.

Maine.—Books are adopted by boards of each town free to all the children. Time, five years.

Massachusetts.—Each local school committee selects its own books, which are furnished free to the children. They remain the property of the towns and cities, however.

Michigan.—Books are adopted by local boards for five years. There is state uniformity.

Montana.—Books are adopted by a commission composed of the superintendent of public instruction, the president of the university, the president of agricultural college, and three public school teachers actively engaged in public school work. Time, six years. There is state uniformity.

Minnesota.—By the local boards, for not less than three years and not more than five.

Missouri.—School book commission composed of state auditor, attorney-general, superintendent of public instruction, president of state normal school, at Kirksville, and one practical public school teacher appointed by the governor. Time, five years. There is state uniformity.

New Mexico.—Books are adopted by the territorial board of education for four years.

Nebraska.—Independent districts each select its own books from three to five years. Schools are furnished free text-books. School boards usually handle the books.

Nevada.—The state board of education adopts every four years. The books are distributed from the superintendent of public instruction's office.

New Hampshire.—Local option as to adoption of books. Books are free. Bought by school board from publishers.

New Jersey.—Books are adopted by local boards and county superintendent.

New York.—Books are adopted by local boards.

Ohio.—Books must be endorsed and a maximum price fixed by the commission, consisting of governor, secretary of state, and state commissioner of schools, before they can be adopted by county or district boards of education.

Oregon.—Every six years the selection of school books is made by a vote of the county superintendents and the state board of examiners, composed of nine members. There is state uniformity.

Rhode Island.—Adopted by local boards. Free of cost to the pupils. Bought and distributed by the boards.

South Carolina.—State adoption by state board of education. Time, less than five years; may be as long as the state board wishes. Last adoption was for seven years.

Tennessee.—The county superintendent suggests changes, and the directors adopt or do not adopt, as they prefer. There is no compulsion as to adoption.

Texas.—Books adopted by the state text-book board, composed of state board of education, superintendent of public instruction, president Sam Houston Normal institute, and attorney-general, for five years. There is state uniformity.

Utah.—Books are adopted by local boards for five years. There is state uniformity.

Vermont.—Each town selects the books. Changes as the board desires.

Washington.—Books adopted by the state board of education for five years. There is state uniformity.

West Virginia.—A part of the list is adopted by state contract and the rest by the county school boards. There is partial state uniformity.

Wisconsin.—Books are adopted by the local boards.

We have a few copies left of *Animals*, Vol. I., in handsome cloth binding. When this edition is exhausted we shall have no more. It is invaluable for schools and should be included in all school libraries.

Using Cards in Teaching.

The use of a system of cards among railroad postal clerks as a means of learning the names of the post offices and at what station mail for each is put off, suggested to Headmaster Virgil Hillyer, of the Calvert school, Baltimore, a somewhat similar plan for the classroom. His success with his card system of informational teaching and the manner in which it is employed Mr. Hillyer describes in *Education* for May. He says that with the use of cards informational teaching becomes as fascinating as a game, with results that are unusually sure and permanent.

Where Text-Books Are Used.

"The teacher in advance of the lesson," says Mr. Hillyer, "writes out on large-sized visiting cards topics or questions covering all the points to be studied, one topic to each card. For example, if the subject is geology, and the lesson assigned is on volcanoes, the teacher prepares cards as follows: 'Two theories for cause of volcanic action.' 'Five products of volcanoes.' 'A volcanic neck.' 'Volcanic cone,' etc.; a dozen or a score of such card topics, according to the difficulty of the lesson and the time available for its preparation. These cards are then placed in a rack accessible to the pupil while preparing the lesson. The pupil is required to read the text carefully first, after which he may examine the cards and fit himself to recite upon all the topics.

"The recitation is conducted as follows: The teacher, with the cards on the day's lesson in his hand, reads the first topic and calls upon the first pupil to recite, the teacher and pupils adding to or supplementing the reply. If the answer is sufficiently satisfactory for a first lesson, the pupil is handed the card as a counter, and the teacher proceeds with the next card and pupil in the same way. If, however, the answer is unsatisfactory, the topic is explained by a volunteer or developed by the teacher, and the card is put at the bottom of the pack, not given out at that time even to another who may have answered it. When all the cards for the day, including those that were missed and placed at the bottom of the pack, have been answered, there follows a review of the cards that have been preserved from previous lessons and kept in the rack for continual going over.

"Now, if each topic were answered in full, the review of all the cards would occupy nearly as much time as was spent in all upon previous recitations. A 'yes' or 'no' method is used, therefore, for review; that is, instead of answering the card, the pupil simply says 'yes,' or 'no,' to show that he knows or does not know the answer. In case he says 'yes' if there is little doubt of his knowledge (and the teacher can usually tell), he receives the card as if he had answered it. If, however, the teacher doubts his affirmation or wishes the point explained he challenges the pupil, whereupon failure to answer satisfactorily calls for a forfeiture of a card already held. Frequent challenges, followed by a rigorous exaction of the penalty when deserved, effectively prevent any fraudulent 'yes's.' In case of a 'no' reply, the pupil, of course, does not receive the card; but as a weak point, either in the pupil or the review, is disclosed, a valuable opportunity for re-explanation is given.

Where No Text-Books Are Used.

"When text-books are not used, the first half of the class-period is spent in developing the subject by whatever method each teacher decides is best. Cards do not appear till the conclusion, when the teacher calls for volunteer topics or questions based on the lesson, and if it has been successful hands will not be slow in appearing. To each pupil proposing a worthy topic a blank card is given, on which he inscribes his question. When all the points touched upon have been written down, the cards thus made are placed in the rack with all the other cards of the year on the same subject. The last part of the period is spent in going over the cards already in the rack, either by the full answer or the 'yes' or 'no' method, as already explained.

Study of Pictures.

"Small blue or carbon prints on a great variety of subjects may be purchased at small cost, or furnished by pupils from magazine clippings or other sources. These pictures may be mounted on uniform-sized cards and discussed, one or two a day, as a regular lesson, or in correlation with other work, then placed in a separate compartment of the card rack and reviewed like cards. In a single school year children will come to know in this way several hundred pictures comprising portraits of great men, photographs of famous paintings and sculpture, views, flags of nations, etc.

Advantages and Results.

"In the first place, when text-books are used the cards emphasize the points in a lesson; they mark out the important from the unessential, the topic from its explanation; in short they analyze and outline the subject. In this way the cards not only help the pupil in his study, but, more important still, teach him how to study. The use of cards calls attention to *points* around which facts and figures cluster in an easily remembered way.

"But the card system is at its best when no text-books are used. Pupils are so eager to have their own manuscript in the rack that the rivalry in suggesting acceptable topics that may be consigned to a card produces the most vigorous mental activity and the keenest analysis of the lesson. At the end of a year there is on the rack a card text-book which the pupils themselves have made, and which they know—a thousand pages or more—from cover to cover. It is their work, the product of their efforts, and they know their subject as much better than the text-book student as an author of a book does than the reader.

Another merit of the card system is the opportunity it affords for daily review. Under ordinary prevailing conditions reviews take place only periodically, and usually, the intervals are long. When an examination takes place, as each lesson has been self-centered, the memory must strain to recall a succession of unit lessons, the last of which is the brightest, and each preceding fainter and fainter, till the vanishing point is quickly reached. With cards, however, past work is not only kept vividly in mind, but is apperceived, added to, seen in a new light by constant association with the new. Thus it is that the oldest and earliest lessons grow both richer and more lasting. The pupil may not understand a lesson at first; he may have been absent or he may have neglected to prepare it, but eventually he can hardly escape knowing the lesson thoroly, for the card topics will recur again and again. There is thus no loophole of escape for the slow, the careless, or the shirk who skims his lesson, trusting to a kind fortune that he may not be called upon.

"Finally, the cards stand as a record of the teacher's work, and the pack may be examined at any time by parent or supervisor, and a few random cards put to the pupils will attest the thoroughness or superficiality of the teaching. At the end of the year a batch of selected and comprehensive cards may be sent on with the class to the next higher grade, so concatenating the successive years that each teacher carries on the work of the previous year without repeating or omitting anything."

Child and Sea-Shell.

The following bit of suggestion comes from the *Pennsylvania School Journal* for May. It contains a modicum at least, of truth, does it not?

Years ago a child held a sea-shell to its ear as he sat on his mother's lap, and said: "Mamma, what is that?" And the mother answered: "The shell once lay upon the sea beach, where the waves rocked it gently to and fro, and it listened to their song and it learned it well, and even now, away up here, it still murmurs with the ocean's melody." The child smiled and put the shell to his ear again, and yet again, and when weary with his other

playthings, he returned to it, once more to listen to the music of the loud resounding sea. Was what he thought and learned fantastical? I think not.

But the more modern child, alive with the instinct for poetry and beauty, despite the unfavorable character of his intellectual atmosphere, puts the shell to his ear and is struck and awed by its faint yet mighty echo. He runs to his mamma and says: "Mamma, what is this I hear?" and the mother, with more knowledge than wisdom, replies: "My child, your blood coursing thru your veins and arteries from your little heart, as a result of its systole and diastole, sets the shell in vibration, and its vibrations are in turn communicated to the auditory nerve by a membrane called the tympanum and three little bones—the hammer, anvil, and stirrup—and thence to the brain, where they are transmuted into consciousness."

And the child drops the shell. No wonder; he didn't suppose that he heard any such thing as that; he asks for bread and is given a stone. How different the atmosphere of the Greek child, who heard in the thunder the voice of Zeus, and saw in the red lightning the evidence of his dread omnipotence (positive and negative electricity can never fill the places of the gods), who looked for a nymph in every fountain and a dryad in each wooded glade. Small wonder that he developed a taste for perfection in form and expression, a talent for hearing and seeing, which the genius of a Phidias or a Sophocles alone could satisfy.

Educational Articles in Current Magazines.

Adjustment of Education to Contemporary Needs.—Edwin D. Mead. *Educational Review*.
Children's Ideals—Earl Barnes. *Pedagogical Seminary*. (April.)

Education in the United States—Nicholas Murray Butler. *Educational Review*.

Education Taken Seriously. *Educational Foundations*.

Elective System in High Schools—Charles C. Ramsay. *Education*.

Foundations of Nature Study—C. F. Hodge. *Pedagogical Seminary* (April).

Free Lectures in New York Schools—S. T. Willis. *Forum*.

Grading and Promotion in School—F. Louis Soldan. *Educational Foundations*.

Health Inspection of the Schools—W. H. Burnham. *Pedagogical Seminary* (April).

Higher Ideals in Secondary Education—Frederick Whittier. *School Review*.

Home Reading of School Children—Arthur P. Irving. *Pedagogical Seminary* (April).

How a Musical Education Should be Acquired in Public School—Max Meiser. *Pedagogical Seminary* (April).

Informational Teaching, A Card System of—Virgil Hillyer. *Education*.

Is the Curriculum Crowded?—Harlan P. Amen. *Educational Review*.

Mediæval and Modern History in the High School—Edward Van Dyke Robinson. *School Review*.

Opportunities of the Country School—Alice A. Flagg. *Teachers' Institute*.

Original Investigation in Normal Schools—Frederick E. Bolton. *Education*.

New Spirit of Education—Arthur Henry.—*Munsey's Magazine*.

Psychical Relations of Society and Solitude—Maurice H. Small. *Pedagogical Seminary* (April).

Rights of Children—Will S. Monroe. *Pedagogical Seminary* (April).

Routine Work in Mathematics—Henry L. Coar. *School Review*.

Scientific Temperance Instruction—Henry Sabin. *Education*.

Suggestions for Teachers of Elementary Latin—Herbert L. Wilbur. *School Review*.

University of American Life—A. D. Mayo. *Education*.

The *School Journal*, of New York and Chicago, is rapidly getting to be one of the invaluable. The number for April 7 covers a field richer and more complete than any other journal that has been laid on our table for a month.

—Unity, Chicago.

Books.

Contributions of Sociology.

By WILLIAM E. CHANCELLOR, Bloomfield, N. J.

Upon the marble architrave of the beautiful, new free public library of the city of Newark, New Jersey, are these eight words,—Religion, Philosophy, Sociology, Philosophy, Science, Fine Arts, Literature, and History. It is a matter of little importance whether the authorities responsible for blazoning these words upon the frieze of that splendid building placed the new subject of sociology in such ancient and honorable company because they regard sociology merely as a cataloging term, comprehensive of all sorts of information regarding man's social actions, relations, institutions and forces, or because they see in it a science offering a schematic interpretation of human society. They have published before the citizens a word worthy of public knowledge and reverence whether its contents be chiefly encyclopediac or systematic. The present state of sociological inquiry and philosophy and the present vogue of sociological principles fully justify the placing of the name where it is to be at once prominent and permanent.

Three books have been recently published to the conclusions of which our attention may well be called. The first is the statement of a series of sociological principles. The second is an illustration of the power of sociology to interpret conditions, socially normal. The third is an illustration of the power of sociology to interpret conditions socially abnormal. It is not within the scope of a review of these three books to show how sociology has brought far nearer to solution the problem of racial origins upon which philology failed, nor to summarize the amazing conclusions of Gumpłowicz and Giddings which first convinced the world of scholarship that sociology is a science; but this review by noting some main points in these books ought to create a presumption that only a true science can so clearly solve hitherto unsolvable human enigmas, and that such a science may be confidently relied upon for yet more and greater interpretations of mankind's life. In ending, the review will indicate what sociology says regarding education.

The title of the little book by Gabriel Tarde is *Social Laws: An Outline of Sociology*. It has been translated from the French by Professor Warren, of the psychology department in Princeton. Professor Baldwin, of the same university, has contributed a preface. There are as yet a few chairs of sociology in English and American universities; but the fact that our American psychologists have welcomed so positively the new subject, or science, must create, in the minds of those who are aware of the scientific dispassionateness and keen-eyed sanity of American professors of psychology, a state not merely of expectant attention, but also of readiness to believe the truth to be revealed. M. Tarde has written several larger books—"The Laws of Imitation," "Universal Opposition," and "Social Logic," but these are still locked away from English readers in their exquisite French. This little book is an attempt to summarize them all.

Says our author:

"When we traverse the gallery of history and observe its motley succession of fantastic paintings—when we examine in a cursory way the successive races of mankind, all different and constantly changing, our first impression is apt to be that the phenomena of social life are incapable of any general expression or scientific law, and that the attempt to found a system of sociology is wholly chimerical."

So think the historians themselves unto this day. And this is both right and not to be wondered at, from their point of view. History is a method of ascertaining facts and at its utmost limit can do no more than select certain facts in proportion to their relative importance and so publish these. The historian gets details; he is no promulgator of laws. Hence it has come to pass that sociology has found entrance into the palace of accepted

sciences thru the gateways of psychology and economics, both of which are law-finding sciences. History, our author calls "pragmatic, a mere concatenation of causes and effects." Sociology looks, for infinitely numerous and infinitely small facts, to note, first, their repetitions, second, their oppositions, and third, their adaptations, whose total results are the great social movements summarized as progress and decline, uniform in character, universal, and ascertainable. Thus, "heredity is merely a form of repetition appropriate to living creatures": and belief is "a homogenous stream" of subjective states, self-repeating, "flowing identically in each mind," "passing freely from one mind to another and from one perception to another in each person, without change." "No one will deny that whatever we do or say or think, once we are launched in the social life, we are forever imitating someone unless indeed we are ourselves making an innovation." In the little minute acts and facts we differ, but with every generalization and succession likeness and resemblance thru repetitions increase.

All nations are under one and the same sociological law. And "we must from now on abandon such artificial differences as 'the philosophy of history' established between successive peoples," which, treated as "embodiments of collective character," appeared under the guise of "metaphysical entities or idols" and were endowed with fictitious and indefinite personal "identities." "Certain predispositions were freely attributed to them, and they were supposed to have insuperable repugnances to borrowing conceptions or institutions from their neighbors. If the facts protested against such an ontological theory, they were tortured to compel them to acknowledge this supposed truth." This philosophy ignored the proselytizing conquests of history. The so-called "genius of a people" is merely "a convenient label or impersonal synthesis" of countless individual characteristics, which alone are real, effective, and ever active. The science of somatology bears unmistakable testimony to the polygenesis of mankind not merely in races but even as individuals.

The facts of oppositions are relatively less important than those of repetitions, but they are more prominent. Opposites are seldom symmetrical. "Life is not a mere play—a see-saw of forces, so to speak, but rather an act of going forward." "The political economists have already rendered social science a noteworthy service by substituting for war as the keynote of history the factor of competition which is a species of war not only modified and mollified but at the same time dwarfed and manifolded." And "the really fundamental social opposition must be sought for in the bosom of the social individual himself whenever he hesitates between adopting or rejecting a new pattern offered him whether in the way of phraseology, ritual, concept, canon of art, or conduct. This miniature, internal battle which is renewed a million times every moment of a nation's life constitutes the infinitely minute and infinitely fruitful opposition that underlies history."

Some of our philosopher's profound observations upon oppositions, reversible and irreversible, oppositions of collision and of alternation, oppositions successive and simultaneous, as when one loves and hates another at the very same time, believes both a religious dogma and a scientific principle in exact negation of it, cannot be condensed for use in this review; the full statements are essential. Those eloquent pages, too, must be omitted in which are contrasted nations split into warring factions of individuals, each confident in his factional belief, and nations sunk in the torpor of socially apathetic individuals each with a mind full of warring ideas and each individual incapable of whole-hearted action. "To sum up: The strife of opposition in human society in its three principal forms—war, competition, and discussion—proves obedient to one and the same law of development, thru ever widening areas of temporary pacification, alternating with renewals of discord more centrally organized and on a larger scale and leading up to a final, at least

partial, agreement." The opposition is usually, tho not always, an intermediary between repetition and adaptation. Doubt and dislike may be "as contagious as faith;" but as "society becomes civilized, combination develops faster than competition, conversation than discussion, and internationalism than militarism." The most important social evolutions are irreversible in character.

And now for the final words as to the adaptation of phenomena. "The fundamental social adaptation is that of two persons, one of whom answers by word or deed the question of the other, spoken, silent or tacit; one of whom teaches while the other learns, one of whom commands while the other obeys, one of whom produces while the other buys and consumes—one of whom is actor, poet, or artist, the other spectator, reader, or amateur, one of whom is pattern, the other copy." "The individual mind is the source of all social harmony." All co-ordinations, political, religious, industrial, "must have been conceived before they could be executed."

"The course of the mind's activity consists in passing from one idea to another and uniting the two by means of a judgment or volition." By "transformations which succeed one another *ad infinitum*, yesterday's judgment or volition or end becomes simply to-day's notion or idea or means; thru this rhythm which is at once social and individual there have gradually been raised the many grand structures of accumulated discoveries and inventions that so excite our admiration; our languages, religions, sciences, codes, administrative systems, military organizations, industries and arts." "Any one who knew thoroly in exact detail the changes of custom on some particular points in a single country and during ten years could not fail to lay his hand upon a general principle of social transformation that would apply to every land and to all time."

So much for this brilliant series of sociological generalizations. These quotations indicate the originality, breadth, force, and truth of the great new science of which M. Tarde is one of the ablest expositors. One must read his books themselves to feel the consistency, coherency, sanity, unity, and universality of sociology as developed by him. Where Gumpłowicz, the Austrian sociologist, taught us that progress issues from the conflicts, military, economic, social, polemic, of man with man, of community with community, and of nation with nation, and where Giddings, the American sociologist, taught us that all association comes from a sense of consciousness of kind, Tarde, comprehending both, has shown that association and accommodation produce civilization and society in all their countless phases of differentiations and integrations (as Herbert Spencer puts it) thru imitations, contrasts, and harmonizations also countless.

Upon this philosophical basis we stand prepared to consider the second recent book, which is the long expected second volume of Professor Mayo-Smith's exceptionally fine treatise upon *Statistics*. The subject is the study of the numerically quantitative facts of human society. Sociology is the science of society. Economics is the science of the wealth of society. Statistics is the science of social numbers and material goods. The larger science ought to be able to furnish useful standards for interpreting the facts and principles of the smaller sciences which it includes. Upon nearly every page of this work are illustrations of the power of sociology to enrich economics. To explain the value of the statistics of crime our author says: "Crime is an expression of imperfect socialization, a resistance to the social will, a suggestion of the mal-adjustment of individuals to their environment."

It was recognized by sociologists some time ago that they ought to know definite human lives. They abandoned then any idea that truth can be gotten by deductions from general principles *a priori* in their nature and began to study men, women, and children in their environments. The fruitful results of such first hand contact with and sympathetic appreciation of the plain facts of human life appear in this observation by Professor Mayo-Smith: "Where a very large proportion of the income is

demanded for bare food, it is extremely difficult to provide decent habitation and respectable clothing, and even more difficult to secure satisfaction for the moral and intellectual needs. It requires a tremendous effort and the greatest care to provide for even a small expenditure in these directions. With increasing general wealth there are many individuals lacking the necessities of life." Let us note that the man who writes this is not a "reformer" but an apostle of statistics, the hitherto most dismal branch of the so-called "dismal science" of political economy. Sociology has touched the science with its benignant blessing of contact with flesh-and-blood humanity. It has instructed economists to see human truth in concrete lives wherever and however they are lived. It is the sociological theory which leads our author to say: "The question of population has been too much emphasized in political economy while in socialistic schemes the question of *quality of labor* and the *growth of capital* has not received sufficient attention." He tells us that in the United States "wealth increases faster than population, that is, capital increases faster than labor-force." Capital is of "growing importance," and "labor must be applied thru the aid of more and more complicated and expensive machinery." But "it is probable that capital will become more and more dependent upon labor while increasing enormously in amount." Statistical "evidence goes to show that of the active participants in production the laborer has conserved or improved his position by the maintenance of or even advance in the level of wages; the landowner has lost by falling rents; interest has fallen, and profits have been reduced to a narrower margin."

Clearly these many tables of statistics which Professor Mayo-Smith has so skillfully compiled and interpreted in so authoritative a manner, prove that proposition which M. Tarde developed with scientific precision, viz.: "The real cause of this vast river, the final outcome of various streams of the diverse and multiform historical evolutions of races, of this final preponderance of a single line of social evolution (that of the so-called historic races) is the series of scientific discoveries and industrial inventions that have gone on ceaselessly accumulating and making use of one another. If we follow up this great scientific and industrial stream, we find its source in the mind of every genius who has added some new truth, some new means of activity to the enduring legacy of humanity." Our American writer illustrates the individual's function in accomplishing social adaptations in these sentences: "The law of substitution prevents any factor in production from getting more than its share" in the distribution of the product. "The *entrepreneur* looks upon the payment to each factor as one of the expenses of production. If he can reduce total expenses by shifting about the relative proportion of work assigned to each factor, he does it. If wages are high and interest low, he substitutes machinery for labor. If wages of superintendence are low and ordinary wages high, he tries to accomplish additional work by better supervision rather than by increasing the number of ordinary laborers. Progress in economic production is dependent upon the skill and quickness with which the *entrepreneur* discharges this function." Of disputes between capital and labor our professor says,—"In many cases the after effects are of the most disastrous character, such as industrial displacement, the breaking up of homes, weakness and disease engendered by lack of the proper subsistence, habits of dissipation and idleness, and even chronic pauperism on the side of the employee; permanent loss of business connection, destruction of credit, discouragement, failure and bankruptcy on the part of the employer; destruction of property, loss of life, birth of social hate and discontent on the part of the whole community." Here evidently is one who speaks with more than the precision of a statistician, with more than the acumen of an economist, with the living knowledge, insight, and human interest of the sociologist.

(Continued on page 586.)

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MAY 26, 1900.

Faulty Tendencies.

A good subject for discussion at the teachers' summer schools and the great annual educational gathering, is "Faulty Tendencies." Must we not admit that many of them exist? It is charged that there is a lack of attention to the essentials in the elementary course. Is this true? Over-pressure is charged and the health of the children is said to be ruined by the exactions of the school. Is this true? It is charged that the art-teaching is giving flimsiness to the educational structure; that children and youths are not made obedient; that there is a lack of severity; that there is no training in reverence for parents, the aged, and opinions held by past generations. If these things are so, let us be courageous and admit it, and state what we are going to do about it.

Thoughtful Teaching.

"It is essential that the teacher often asks himself the question, 'What is Education?'" says Col. Parker. He who does must some time reach the conclusion that "enthusiasm and profound scholarly knowledge" are not sufficient. These two pillars proposed by Prof. Muensterberg, of Harvard, existed before Pestalozzi's day and before Froebel's day, but the results were most discouraging. Education is the effect on one capable of development caused by society (mankind) and his surroundings. It takes devoted, special study on the part of the teacher to find how these agencies conspire to bring about a sound educational result. This special study which is commonly summed up in the term of "pedagogy" is the essential work of the normal school. In fact, the right sort of normal school continually asks the teacher, "Why do you do as you do?" and thus gets him into the habit of thoughtful teaching.

Public Opinion.

In a paper widely read these words were seen. "The majority of people still think that teaching can be done by any one who has the knowledge to be imparted altho the results of this plan are exceedingly unsatisfactory." This opinion is held by persons of much culture as well as by those who are ignorant; it is the one profession where a knowledge of the art and (supposedly) of the science of the work to be performed is not deemed essential. And strange as it may seem teachers themselves hold this opinion; a person with no experience will apply for a position, and a person on the school board who has much experience in teaching will assist such to be appointed.

A change must take place in public opinion and, like charity, it must begin at home. Teachers everywhere must express their minds in decided tones demanding experience and study as prerequisites. In Orange county a very skilful teacher was employed; after three years one of a class of girls (upon which she had expended limitless attention, giving instruction in many subjects not required,) was appointed at a salary a dollar less per

week. So great was the skill of the teacher that all of that class thought it was easy, beautiful, glorious work to teach. But to do great teaching, real teaching is a work of fine art.

Better Remuneration for Teachers.

The committee on "the condition of the teacher" appointed by the New York State Teachers' Association in 1898 is continuing its laudable work with as much energy as before the passage of the Davis bill, which brought the salary scale for New York city teachers to something like a fair basis. Prin. William McAndrew, of school No. 44, Brooklyn, is the chairman, and his work in collecting, collating, interpreting, and publishing facts bearing upon the remuneration and social position of teachers has already borne much fruit. In fact, the most telling arguments in the campaign for better pay were those embodied in his addresses before the State Association and the New York Schoolmasters' Club. His quiet and good-natured and yet determined persistence, his unselfish devotion to the cause, his sunny temperament, his ready wit and skill in argument have won him large numbers of friends and have contributed much toward getting the movement for improvement of the social condition of the teacher well under way. In order to secure further data for carrying on the work the committee asks all who are interested to aid by promptly answering the following questions on a sheet (8x10 inches) addressed to Wm. McAndrew, Throop avenue and Madison street, Brooklyn:

1. What important legislation has been secured in past five years improving condition of teachers in your locality?
2. Was it passed by legislature, city council, or by school board?
3. What did it provide?
4. What teachers were affected by it?
5. What legislation was attempted but failed?
6. In what chief respects does the general condition of teachers in your locality need improving?
7. Please give names and addresses of persons who are likely to study for us, cost of living, and salaries of teachers in your state.

The Rochester Superintendency.

Dr. Balliet is not going to Rochester, after all. It may be that the wish was father of the thought in the mind of the informant, whose news items are usually thoroughly authenticated. Strangely enough Dr. Balliet was elected by several other correspondents, tho the responsible board of education is wholly ignorant of the saving of anxiety and the relief that has come to them from these kind friends. One member of the board stated positively in a personal interview that Supt. Balliet had not even been approached on the subject. As a matter of fact no superintendent can or will be elected at Rochester until the legal status of the present incumbent of the office has been determined. It seems that at least one member of the board has been very indiscreet in casting about for candidates for a vacancy that does not exist. The editor has thus far met five educators, each of whom felt sure he could have the Rochester superintendency if he wanted it. This is dangerous proceeding. If Rochester wants an efficient leader to take charge of her schools she must not tolerate log-rolling.

Meanwhile Dr. Balliet is in Europe. On his return in the fall he will probably take up his work at Springfield again unless he should be called to some post offering greater opportunities. Mr. George I. Aldrich who has filled his place during his year abroad has been elected to succeed Mr. S. T. Dutton as superintendent at Brookline, Mass.

Summer Travel Guide.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation in traveling. The various summer schools; the NATIONAL EDUCATIONAL ASSOCIATION, which meets this year at Charleston, S. C., July 7 to 13; the American Institute of Instruction, which convenes at Halifax, N. S., July 7 to 11, and the great State associations, will be attended by thousands of teachers. Many attractive side trips can be made from the different convention cities. Fuller information concerning delightful vacation outings will be given in future issues of this Special Supplement.

The City of Halifax.

For the second time in its history the annual meeting of the American Institute of Instruction will be held on British soil.

Halifax, "the garrison city by the sea," is the capital of Nova Scotia, and was founded in 1749. It was originally called Chebucto. The present name was given it in honor of the Earl of Halifax, who was president of the "Board of Trade and Plantations." The founder of the city was Edward Cornwallis, the first governor of Nova Scotia, whose seat was at Halifax. He landed with his suite on June 21, 1749, and the anniversary of that day has, for years past, been celebrated as the Natal Day of Halifax.

A stone laid in her Majesty's Dockyard states that the latitude and longitude of Halifax are respectively 44° 39' 26" N. and 63° 37' 48" W. The city is built on the eastern side of a triangular-shaped peninsula three miles long and a mile and a half at its greatest width. The neck of land that connects it with the mainland of Halifax county extends half a mile from the head of the Northwest Arm to the waters of Bedford basin, an oval expansion of the harbor beyond the Narrows. The classic Northwest Arm is on the rear, and on the east the rippling waves of the best seaport in the world wash against the wharves of Halifax.

To the north of the city is Fort Needham, still showing in its grass-grown mounds the abandoned earthworks once thrown up to defend the early settlers against either French or Indian invader. On the south, in contrast to this fort of the past, is Point Pleasant, with two batteries of to-day, and manned by the Royal Artillery. Down the harbor's sides and on George's and McNab's islands are a half dozen other strong fortifications.

"All business is done in so quiet and leisurely a fashion that it does not even tire one to see other folk work, and you feel as if you had at last found a land where time proceeds at a rational pace, instead of hurling you headlong thru duties and pleasures as well. Heavy teaming and trucking stop promptly at six o'clock in the evening, and it is seldom that street noises rouse you from your last and most precious morning nap till after seven."

Of their "Public Gardens" and park Haligonians have reason to be proud. The Gardens, near the Citadel, cover about sixteen acres, but are so skilfully laid out they seem to be twice the size. Long, shady avenues lead beside the pond, and groves of stately trees give place to stretches of velvet lawn dotted with radiant beds of flowering plants and shrubs. It is a most delightful surprise to the tourist from the states, making the summer seem young again, to see past the middle of July our early June flowers just in their prime. The tops of syringa bushes are white with their fragrant blossoms, while the lower branches are still laden with green buds, and early roses and peonies are in the height of their bloom.

From a military point of view, Halifax is one of the most important positions in the British empire. The present military establishment consists of a general officer and staff, detachment of Royal artillery, Royal engineers, army service corps, medical staff, ordnance store and army pay departments, and a complete infantry battalion of seventy-two officers and about fifteen hundred of all ranks.

The citizen soldiery of Halifax, as might be expected,

show a high degree of efficiency, and their parades are a source of pardonable pride to the citizens. The military parade on Sunday morning at the Garrison church, on Cogswell street, affords a picturesque and inspiring scene. The troops march to the church headed by their respective bands, and the officers and men having taken the places allotted to them, the seats reserved are quickly filled by an eager throng of visitors. The service is choral and lasts an hour. In addition to the organ, the choristers are assisted by instrumental music from the band, and supplemented by the voices of the soldiers. Familiar chants and hymns in which all can take part are in use, and the inspiring character of the services is fully appreciated by thousands of visitors every summer.

Halifax since its foundation has been the headquarters of the North American fleet, and the dockyard is as old as the town. The fleet is at present commanded by Vice-Admiral Sir John Fisher, K. C. B., a distinguished officer, who, commencing with the Crimean war, has seen service in every part of the world. His flagship is the first-class armored battleship *Renown*, twelve thousand tons, fourteen heavy and thirty light or quick-firing guns, seven hundred men and officers. Some ten or twelve other smaller ships comprise the fleet. During the summer months the flagship and others are regularly in port, and are open to visitors at stated times.

Halifax is easy of access. It can be reached from Boston in twenty-four hours, from New York in thirty hours, from St. John in eight hours, from Montreal in twenty-four hours, and from Toronto in thirty-four hours.

It is midway between Cape Breton's charming lakes and frowning mountains on the east, and the land of Evangeline and Nova Scotia's beautiful South Shore to the west. By finely equipped railroads the traveler may go east, north, or west. Comfortable steamers skirt the southern shore westerly to Yarmouth; easterly, also, he may take passage by steamers, and in that direction, too, taste the pleasure of Atlantic voyaging while feasting the eye on the rugged beauty of Nova Scotia's deeply indented coasts. Loveliness and novelty will greet him at every turn.

Interesting Points to Visit.

Citadel.—The Citadel covers the summit of the hill upon which the city is situated, and is a fortress of the first class, according to the standard of the old school. Within its walls are bomb proof barracks capable of accommodating a large number of troops. A splendid view of the city and of Dartmouth may be obtained from its heights. Over the entrance gates to the Citadel are two mortars which were captured from the French at Louisburg, Cape Breton.

City Hall is a handsome building of freestone. In the corridors of the building will be found an interesting collection of Nova Scotia stuffed birds.

Dry Dock, on Campbell Road, built in the solid rocks of granite and concrete, is the largest on the American continent, and is the only dock on this side of the Atlantic that will receive the largest ships of her Majesty's navy without removing guns and stores.

Dutch Church was built in 1775 by private subscription and government grant for the use of the Lutheran congregation that came to Halifax in 1752. The ground adjoining the church was used as a cemetery for the early German settlers, and has not been changed in any way.

Dalhousie College was founded by the Earl of Dalhousie in 1821, and is one of the finest educational institutions in Canada.

Dominion Building is occupied by the customs and post office departments.

Provincial Building is a large and imposing structure of freestone, containing a library and many historical paintings.

Government House is the residence of the lieutenant-governor. Its erection was begun by Sir John Wentworth, then governor of the province, but was not finished in the substantial manner of the present until some years after.

Green Market.—Post Office Square on Wednesday and Saturday mornings presents a very busy scene. The farming population of the county occupy all the available street space with their wagons and products. Flowers and vegetables of every possible variety are offered for sale by these thrifty and obliging country folk.

Naval Cemetery, at Halifax, is situated on the east front of a hill from which a fine view of the dockyard, ships, harbor, and Dartmouth is obtained.

St. Paul's Church.—The oldest Episcopal church in British North America, built by the British government in 1750, designed after St. Peter's, London. The many historical tablets on its walls, erected to the memory of distinguished sons of England, will be of especial interest to visitors.

Railroads and Steamships.

American Institute round-trip tickets to Halifax, N. S., will be on sale at principal New England stations and may be purchased by anyone, whether a member of the Institute or not. They will be good going July 2 to 9 inclusive. Returning, these tickets will be good to arrive at destination not later than July 31, 1900, inclusive, *provided they bear the Institute stamp*, which must be obtained at the meeting by the payment of \$1.00 to the treasurer. Persons starting from stations not issuing special American Institute tickets are advised to buy *single tickets* to Boston or to Halifax according as steamer or rail route is desired, and to consult railroad agents in attendance at the Institute concerning return tickets. One or more railroad agents will be in attendance at the meetings to give all necessary information concerning railroad arrangements and excursions.

Stop-over privileges will be allowed on all tickets in New Brunswick and Nova Scotia.

All the railroad lines centering in Boston and all the members of the New England Passenger Association have adopted the convention basis of rates for the interior points on their lines, as follows: distances to 24 miles inclusive, 2 cents per mile each way; 25 to 33 miles inclusive, \$1.00 for the round trip; over 33 miles, 1½ cents per mile each way.

New York to Boston and return \$7.00. Tickets on sale July 2 to 9.

American Institute of Instruction.

Meeting at Halifax, N. S., July 7-11.

List of officers, 1899-1900: State Supt. Mason S. Stone, Montpelier, Vt., president; Edwin H. Whitehill, Bridgewater, Mass., secretary; Mrs. Jas. R. McDonald, West Medford, Mass., ass't secretary; Alvin F. Pease, Malden, Mass., treasurer; Nathan L. Bishop, Norwich, Conn., ass't treasurer.

The Program.

PRELIMINARY ANNOUNCEMENTS.

Saturday Evening.

His Honor, Sir Malachy Bowes Daly, Lieut.-Gov. of Nova Scotia, presiding, there will be addresses of welcome by The Honorable George H. Murray, premier of Nova Scotia; J. W. Longley, LL. D., attorney general of Nova Scotia; His Grace, Archbishop O'Brien; Dr. A. H. MacKay, supt. of education of the province; His Worship, Mayor Hamilton, of Halifax.

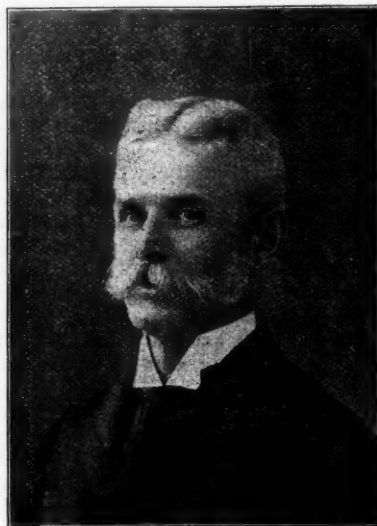
The responses will be made by State Supt. Mason S. Stone, of Vermont, president of the American Institute; Hon. John G. Foster, U. S. consul-general at Halifax; and State Supt. W. W. Stetson, of Maine.

Sunday Evening.

Members of the Institute are invited to attend services at the various churches of the city on the Sabbath. In the evening, special meetings with reference to the institute will be held at the St. Matthew's Presbyterian church Pleasant St., the First Baptist church, Spring Garden Road, the Brunswick St. Methodist church, and the Fort Massey Presbyterian church, Queen St. Among the speakers who will give addresses are Dr. C. C. Rounds, Washington, D. C.; Supt. C. F. Carroll, Worcester, Mass.; Rev. Matthew H. Buckham, D. D., LL. D.,

United Effort.

THE SCHOOL JOURNAL takes genuine satisfaction in announcing that the American Society of Religious Education (interdenominational) has effected an affiliated relation with the N. E. A. This organization, of which Justice John W. Harlan, of the United States supreme court, is president, purposes to hold a session each year



GEORGE I. ALDRICH, who has been elected superintendent of the schools of Brookline, Mass., to succeed Supt. Samuel T. Dutton.

in the same place and at the same time with the N. E. A. The first meeting will occur July 7-9, at Charleston, S. C., immediately preceding the general convention. Persons desiring copies of the program should address the Rev. J. E. Gilbert, D. D., LL. D., Washington, D. C., who is the general secretary. The object of the society is stated to be improvement of the methods of religious instruction in the family, the Sunday-school, and the college. It is believed that the society and the association have many interests in common and that they may be mutually helpful. There is room for great improvement in the direction proposed, and without doubt, the cause of general education will in many ways be greatly advanced by this new combination of effort.

pres. of the University of Vermont, and others to be announced later.

Monday.

MORNING.

Devotional Exercises. Music.
Address, "The Common School as a Social Center," by Editor OSSIAN H. LANG, of *The School Journal*, New York.
Addresses by State Supt. CHARLES D. HINE, of Connecticut; and Dr. J. R. INCH, Chief Supt. of Education, New Brunswick.

EVENING.

Address, "Rascals and Saints," by Dr. A. E. WINSHIP, Editor of *Journal of Education*, Boston.

Tuesday.

MORNING.

Devotional Exercises. Music.
Address, "History as a Layman Sees it," by Hon. CHARLES R. CORNING, Member of Senate, Concord, N. H.
Address, "The Educational Needs of the Democracy," by Supt. C. B. GILBERT, Newark, N. J.

EVENING.

Address, "New Conditions Confronting the New Century," Rev. JOSIAH STRONG, D. D., Sec. of Evangelical Alliance.

Wednesday.

MORNING.

Devotional Exercises. Music.
Address, "The Personal Element in Teaching," by Asst. Supt. A. W. EDSON, of Manhattan and Bronx, New York City; and an Address by Dr. A. H. MACKAY, Supt. of Education of Nova Scotia.
Business. Adjournment.

ANNUAL MEETING National Educational Association,

AT CHARLESTON, S. C.,

July 7th-13th, 1900.

Charleston, one of the most beautiful of Southern Cities—aptly called the Venice of America—has been chosen as the meeting place for the National Educational Association, in July, 1900. It has been estimated that over ten thousand persons will be in attendance, and there is no doubt but that Charleston will accommodate everybody with its wonted hospitality. Those who are not able to obtain accommodations at the hotels and boarding houses will be distributed among private houses, where they may be assured of a most cordial welcome.

Charleston, although well South, is remarkably cool during the summer months, and the attractiveness of the city so famous historically, and its many nearby resorts upon the ocean, including the Isle of Palms, will make the tourists' stay within its hospitable gates,—a sojourn of memorable enjoyment. In order that there need be no apprehension of excessive heat at Charleston, the following table is published.

Record of temperature readings made by the United States Weather Bureau, Charleston, S. C., at 8 A. M., noon, and 8 P. M., July 1st to 15th, 1898, and 1899.

	1898.			1899.		
	8 A. M.	NOON.	8 P. M.	8 A. M.	NOON.	8 P. M.
July 1.....	82	86	83	72	80	75
2.....	80	86	82	74	80	76
3.....	82	85	82	75	76	74
4.....	82	85	81	73	85	80
5.....	79	76	81	82	86	80
6.....	75	82	81	81	86	80
7.....	77	86	82	78	87	80
8.....	78	84	78	80	87	81
9.....	78	87	82	76	79	77
10.....	80	74	75	75	81	78
11.....	71	70	67	76	78	76
12.....	66	69	74	77	84	79
13.....	73	75	78	76	85	81
14.....	80	82	80	80	90	83
15.....	81	86	82	84	85	82

L. N. JESUNOFSKY,
Local Forecast Official.

(Official)

Charleston is full of historic associations. In the cemetery of St. Phillip's Church lie the remains of the Hon. John C. Calhoun. The Church, itself, which is the oldest in Charleston, was built in 1681. St. Michael's, which is the next oldest church, was built in 1752, is, with its cemetery, a perfect museum of revolutionary curiosities.

There was a tea party in Charleston Harbor, as well as in Boston, several cargoes of tea having been thrown into the waters of the Harbor on the 3rd of November, 1774. This was done by the citizens in broad daylight without attempt at disguise.

In June, 1776, Charleston was besieged by a heavy fleet under the command of Admiral Sir Peter Parker, who was beaten off with severe loss, one of his eight ships in action being destroyed, while others were badly crippled, and all by greatly inferior force. It was in this action that Sergeant Jasper, one of the Garrison of Fort Moultrie sprang from the outer wall to regain the flag which had been struck down by a cannon shot, and replanted it upon the parapet under a heavy fire, exclaiming as he did so, "Don't let's fight without a flag."

A handsome life size bronze statue of Sergeant Jasper is now one of the chief ornaments in the beautiful Battery Park of Charleston.

Upon the same occasion, Sir Henry Clinton's troops, in attempting to cross Sullivan's Island to attack the rear of Fort Moultrie, were badly defeated, and the expedition was entirely abandoned.

The City was again besieged by Admiral Parker in February of 1780 who, this time, avoiding Fort Moultrie, landed troops and laid siege to Charleston from the rear on the mainland, being aided at the same time by batteries erected on James Island. A shot from one of these batteries carried away the arm of and otherwise mutilated a statue of Sir William Pitt, which had been erected by the grateful colonists in recognition of that statesman's fearless espousal of their cause in the British Parliament. This statue is still to be seen in Washington Square, Charleston, the arm never having been replaced, as the people considered that thus mutilated by the British, it was the more to be venerated.

After a brave resistance, however, General Lincoln, in command of the patriot forces capitulated to the British on the 12th of May, 1780, and Charleston remained in possession of the enemy until December, 1782.

The story of Castle Pinkney, Fort Moultrie and Fort Sumter in connection with the history of Charleston, during the War between the States, is too well known to require repetition. Suffice it to say that after sustaining an unprecedentedly severe siege on the part of the Union forces, the Confederates evacuated the City on February the 17th, 1865, upon the advance of General Sherman through the center of the State, and the following day, a small boat sent by the Mayor of Charleston, brought word to Admiral Dahlgren that the place was abandoned: "CHARLESTON AND SUMTER WERE WON!"

Just outside the walls of Fort Moultrie is the grave of the famous half-breed Seminole Chief, Osceola, who, in 1837 was captured by the United States troops in Florida while under a flag of truce, and held prisoner until he died. Nearby is the grave of the officers and crew of the monitor Patapsco, which was sunk by a Confederate torpedo, carrying down nearly all on board.

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Summer Schools for 1900.

Illinois.

American Institute of Normal Methods at Northwestern University, Evanston, Ill. Session July 17-Aug. 3. Address O. S. Cook, secretary, 378-388 Wabash ave., Chicago.

Chicago Institute.—Summer School, July 2-Aug. 10. Address Director, 603 Marquette building, Chicago, Ill.

University of Chicago.—Summer Courses open June 15. Address the University of Chicago, Chicago, Ill.

Chicago Normal Summer School.—Opens June 2 (three weeks). Address Dudley Grant Hays, 550 W. Sixtieth Place, Station O., Chicago, Ill.

National Summer School.—Fourteenth Session June 25-July 7, Armour institute, Chicago. Address Ginn & Company, 378-388 Wabash Ave., Chicago, Ill.

New School of Methods for 1900.—Western School at Chicago, Ill., August 20-31.—Address American Book Company, New York city, or C. C. Birchard, Manager New School of Methods, Washington square, New York City.

The Longwood Summer School at Longwood, Chicago, Ill.—August 6-24. A Conference of Kindergartners, Primary Grade, and Special Teachers and Social Workers. Address Longwood Summer School, 9333 Prospect Ave., Longwood Chicago.

Iowa.

Summer Latin School of Drake University.—June 18-Aug. 16. Address Chas. O. Denny, prin., Des Moines, Iowa.

Kansas.

State Normal School.—Summer Session June 7-Aug. 8. Address Pres. A. R. Taylor, Emporia, Kansas.

Maine.

Maine Chautauqua Union.—Summer Session of School of Methods at Fryeburg, Maine. Ernest Hamlin Abbott, mgr.

Massachusetts.

Martha's Vineyard Summer Institute, at Cottage City.—Opens July 10. Address Wm. A. Mowry, pres., Hyde Park, Mass.

New School of Methods for 1900.—Eastern School at Hingham, Mass. July 16-27. Address American Book Company, New York city, or C. C. Birchard, Manager New School of Methods, Washington square, New York city.

The American School of Sloyd.—Walter J. Kenyon, director. Sixth Annual Session begins July 10, at Martha's Vineyard.

School of Expression.—Summer term opens August 1. Address S. S. Curry, Ph. D., Pierce building, Boston, Mass.

Sauveur Summer School of Languages at Amherst college, Amherst, Mass.—Twenty-fifth Session, July 9-Aug. 17. Address Registrar of Amherst college, Amherst, Mass.

American Institute of Normal Methods.—At the New England Conservatory of Music, Boston, Mass. Session July 10-27. Address Edgar O. Silver, pres., 29 E. 19 St., N. Y. city.

Harvard Summer School of Arts and Sciences.—July 5-Aug. 15. Address J. L. Love, A.M., Cambridge, Mass.

The Lawrence Scientific School.—Address J. L. Love, sec'y, Cambridge, Mass.

The Summer Session of the State Normal School at Hyannis will be held from July 5-Aug. 8. W. A. Baldwin, prin.

Michigan.

Benton Harbor College Summer School. Session begins June 19. Address The College, Benton Harbor, Mich.

Summer Kindergarten Training School at Grand Rapids, Mich. Address Mrs. Lucretia Willard Treat, principal, Grand Rapids.

A summer kindergarten training school will be conducted at Grand Rapids, Michigan, under the auspices of the Grand Rapids Kindergarten Association. Mrs. Lucretia Willard Treat is the principal.

Michigan State Normal College, Ypsilanti.—Summer Quarter July 2-Aug. 24. Address Elmer A. Lyman, principal.

Minnesota.

Summer Session, University of Minnesota, Minneapolis, Minn.—July 30-Aug. 24. Registration will close Aug. 1. Address John H. Lewis, Supt. Public Instruction, St Paul, Minn.; D. L. Kiehle, Conductor, University of Minnesota; or E. B. Johnson, Registrar, State University, Minneapolis.

New Hampshire.

Lake Winnepesaukee Summer School.—Courses in pedagogy science, and language. Teachers prepared for fall examinations, and students for college entrance. Address L. F. Griffin, Weirs, N. H.

Dartmouth College Summer School.—Opens July 5, continuing four weeks. Address Registrar, Dartmouth college, Hanover, N. H.

New York.

Columbia University.—Summer Session from July 1-Aug. 8. Address Walter Hammond Nichols, B. S., sec'y, Columbia University, N. Y. city.

New York University.—Summer Session from July 9-Aug. 17. Address Prof. Marshall S. Brown, New York University, University Heights, N. Y. city.

Adirondacks Summer School.—Fourth Session June, July, August, and September. Courses in Art, Manual Training, and Nature Study. Address J. Liberty Tadd, 319 North 32nd street, Philadelphia, Pa.

Cornell University Summer School.—July 5 to Aug. 16. Address The Registrar, Cornell University, Ithaca, N. Y.

Cornell University Summer School of Nature Study.—Address College of Agriculture, Ithaca, N. Y.

Chautauqua Summer Schools at Chautauqua, N. Y.—July 7-Aug. 17. Address Chautauqua Assembly, General Offices, Cleveland, Ohio.

Summer School Art Students' League of New York.—Summer Season from June 4-September 29. Address Art Students' League, 215 W. Fifty-seventh street, New York city.

North Carolina.

Slater Industrial and State Normal School at Winston-Salem, N. C.—June 20-July 6. Address S. G. Atkins, pres., Winston-Salem, N. C.

Ohio.

National Normal University Summer School, Lebanon, Ohio.—Classes in pedagogy, science, mathematics, language, literature, elocution, music, etc. Session opens June 12. Address C. K. Hamilton, secretary, Lebanon, Ohio.

Texas.

University of Texas Summer School.—Austin, Texas, June July 5-21. Address John A. Lomax, Austin, Texas.

Virginia.

A summer school of methods will be held at Roanoke. Supt. E. C. Glass, of Lynchburg, and Prin. Kenkins, of the Portsmouth high school, have been designated as conductors.

West Virginia.

Summer Quarter, West Virginia University From June 21-Sept 1. Address Pres. Jerome H. Raymond, Morgantown, West Virginia.

Canada.

Summer School of Science for the Atlantic Provinces of Canada.—Fourteenth Session, July 26-Aug. 10, Bear River, N. S. Address J. D. Seaman, Prince St. school, Charlottetown, P. E. I.

Summer School of McGill University at Toronto.—Special Courses in Art. Address Registrar of McGill University, Toronto.



Summer Meetings of Teachers.

June 19-20.—National Music Teachers' Association, at Des Moines, Iowa.

June 25-27.—Convocation, University of the state of New York, at Albany.

June 25-30.—American Association for the Advancement of Science, at New York city. Secretary, Charles Baskerville, Chapel Hill, N. C.

June.—North Carolina State Teachers' Association. Sec'y, C. H. Mebane, Raleigh.

June 26-30.—Georgia Teachers' Association at Cumberland island. President, Carleton B. Gibson, Columbus, Ga., secretary, G. C. Bond, Athens, Ga.

June 27-29.—Arkansas State Teachers' Association, at Pine Bluff. Sec'y, D. L. Paisley, Conway, Ark.

July 7-13.—National Educational Association, at Charleston, S. C. Sec'y, Irwin Shepard, Winona, Minn.

July 2 (probably).—West Virginia State Teachers' Association, at Parkersburg. Sec'y, A. J. Wilkinson, Grafton.

July 3-5.—Pennsylvania State Teachers' Association at Wilamspport. Sec'y, J. P. McCasky, Lancaster, Pa.

July 7-11.—American Institute of Instruction, at Halifax, N. S.—Sec'y, E. H. Whitehill, Bridgewater, Mass.

July 24-27.—Tennessee State Teachers' Association, at Mont. eagle. Sec'y, R. L. McDonald, Union City.

July (usually second week).—Maryland State Teachers' Association (place not yet fixed by executive committee). Sec'y, S. W. Wilkerson, 1712 W. Lombard street, Baltimore.

Prof. Muensterberg, on Pedagogy.

The article in the *Atlantic Monthly* by this gentleman is well worth reading. We have called attention heretofore to his statement that a knowledge of psychology and pedagogy is of no practical benefit to the teacher. This is no novel position to take. He puts himself on safe ground when he declares, in the article referred to, that "Pedagogy must become a hindrance to educational progress if ever it causes the principal or the school board to prefer the teacher who has learned pedagogy to the teacher who has learned the subject he is going to teach."

But no principal or school board can be found that has suggested having such a preference; it is a man of straw he has put up and which he attacks as vigorously as if it were a real Sullivan. There is a demand that the teacher shall understand the principles of education—call it pedagogy if you will; and Prof. Muensterberg will waste his time and strength by attacking this very reasonable position. The American school public has not come quickly to the conclusion that more than a knowledge of the subjects to be learned is needful on the part of the teacher.

The last half of this century is especially marked by a rapid increase of normal schools, there being but two established before 1850. Now the normal school devotes itself only partially to instruction in subject matter; teachers enter the normal schools because instruction is given in the science and art of teaching. The history of the rise of normal schools in the state of New York will exemplify the conclusions of the best minds as to the need of more than a knowledge of subject matter as the equipment of the teacher.

No more accomplished scholar has graced any college faculty than Alonzo Potter, vice-president of Union college, afterwards bishop of Pennsylvania. In conjunction with Gideon Hawley and other eminent scholars and statesmen, all ardent admirers of colleges, the conclusion was arrived at that the needed progress in education could only be reached by acquainting the teacher with a knowledge of the science and art of teaching; to secure this a normal school was established in 1844, but it was not without violent opposition on the part of the entire academy interest, which thought then as Prof. Muensterberg now does, that "profound scholarly knowledge" was the need of the day. In the numerous academies and the prominent public schools the teachers employed were college graduates, but for all that education was in a deplorable condition.

The states of New York and Massachusetts at that time believed the remedy lay in giving instruction in the theory and practice of teaching. A period of trial ensued; the result was so favorable that other normal schools were established; and it may be said that the educational goal of these two states is the employment of no teacher who is not either a graduate of a normal school or of a college with special pedagogical knowledge additional. The belief in the need on the part of a teacher of something more than "profound scholarly knowledge" is too widespread and too deeply rooted to be affected by the opinion of Prof. Muensterberg.

The question might well be asked, What was it the German teachers sought when they betook themselves in such numbers to Yverdon, when Pestalozzi was at the zenith of his fame?

Certainly it was not because Pestalozzi was a teacher possessing "profound scholarly knowledge;" and yet they returned laden with ideas that, put in operation in the schools, placed Germany at the educational forefront, a position she has maintained to this day.

While Prof. Muensterberg has taken an untenable position in his attack on the study of psychology and peda-

gogy by teachers we think he has stated some exceedingly wholesome truths. He finds the American school atmosphere exceedingly unlike that of Germany and puts the blame on the teacher. But the teacher wishes it were otherwise with all his heart. We have fanatics who think the school is a sort of Moloch where children are killed by overstudy, and so in some cities the primary children are debarred from taking books home for study. This mistaken tenderness is not easy to war against; the teacher is obliged to accept it.

He criticises teachers' meetings, the speeches made by persons of little erudition, the novel, crude, and at times merely curious suggestions made, and doubtless his scholarly soul would often be offended at such gatherings; but he does not reflect that such meetings are a feature of our democratic government. If, at one of them, a teacher condemns the study of Greek or Latin, the majority allow it on the plea of "free speech;" they will say "it doesn't do any hurt." This American feature would not prosper in Germany; we think its strong American flavor is what displeases Prof. Muensterberg.

His position that the great thing needed by the teacher is a "profound scholarly knowledge" out of which he assures us, an "inspiring enthusiasm will spring," is not a sound one. Were this true the best scholars should be the best teachers; the best preacher should be the great theologian. The best professors in Harvard university are not the deepest scholars; a Yale graduate, just now questioned, declares there was but one good teacher in the faculty in his day. The truth is that scholarship is but one of the elements of a good teacher.

Look, for example, at Quincy, Mass. When Col. Parker had established the fact that there was a kind of education in process there that was immeasurably better than had existed, a demand sprang up for "Quincy teachers;" those who could establish the fact that they had been trained there were immediately employed; the question of scholarship was not raised. Their fitness for teaching was not based on scholarship, nor, do we think, on enthusiasm.

We are exceedingly glad that a professor in Harvard or any other reputable seat of learning should give his attention to the subject of education, for, in our judgment, it is but partially understood as yet. And we cannot help but contrast the utterances of Prof. James with those of Prof. Muensterberg. The former recognizes and respects the spirit of inquiry that one cannot help but feel exists in the teachers' meetings, crude as many of the speeches will be; the other impatiently commands them to betake themselves to the text-books of the high school, and not meddle with questions of philosophy.

There is such a thing as the science and art of education; it is not mere enthusiasm. Without the slightest intention of depreciating the advantage of college instruction we may say that a person of moderate scholarship may be extraordinarily successful as a teacher, and this not because of a lack of scholarship but in spite of it. We should not counsel such a person to neglect scholarship but to improve it. We deem it one of the unfortunate temptations of the teacher to neglect scholarship. There is hardly an issue of THE JOURNAL in which the teacher is not urged to increase his knowledge.

But the fact remains that a person may have scholarship and no power of teaching. The American people firmly believe this, as is shown in the continual founding of normal schools. At the present time the teacher makes it part of his duty to look into education; to endeavor to understand what it is and how it is brought about; both, we believe, are legitimate subjects of thought for the teacher. In Germany matters would be different, we admit. Prof. Muensterberg finds this condition of things and gives his view of the case, but we doubt his having reached foundation truths. We believe the American teacher is on the right track, and that is about all that is necessary. We believe we are evolving skill in education, and that our educational results are worthy the labor and expenditure they cost.

Letters.

Kansas City Pupils on Senate Arithmetic.

I have always thought it conducive to a healthy activity in school work to give pupils questions that had been submitted elsewhere to corresponding grades. So I wrote to Senator Stewart for a set of the "Arithmetic Questions" prepared by the chief examiner of the civil service commission for the first year pupils in the Washington city high schools. I received the questions promptly and had them duplicated so that on Monday forenoon, May 7, they were given to the highest division of the seventh grade pupils in the ward schools of Kansas City. Neither teachers nor pupils knew anything of the history of the questions, but they were given as any other ordinary test.

Kansas City has always had seven years below the high school. The eleven questions, as previously published in THE JOURNAL, were submitted to 1,016 pupils in the higher seventh grade classes in the ward schools, who made a general average of 69.7 per cent. for the number of white pupils who took the examination. Their average is nearly 11 per cent. higher than the general average made by the high school pupils in Washington.

Thirty-nine pupils here solved every problem correctly, or nearly four per cent.; 127 pupils made grades between 90 and 99 per cent.; or more than 12 per cent. of the entire number; 169 made grades between 80 and 89 per cent., or nearly 17 per cent. of the entire number; 189 made grades between 70 and 79, or nearly 19 per cent. of the total number.

There were forty-eight different classes examined in Kansas City belonging to the seventh grade. The grades of the classes varied from 45 to 92 per cent. Two classes averaged above 90 per cent.; three from 80½ to 88 per cent.; fourteen from 70 to 80 per cent.; and twenty classes from 60 to 70 per cent., leaving nine classes that made grades between 45 and 60 per cent.

Kansas City, Mo.

J. M. GREENWOOD.

Professor Kimball.

Every student who ever sat under the tuition of Rodney G. Kimball will feel, when he hears of his death, that it is a personal bereavement. Among the few teachers who have stood the test of the judgement of maturer years Prof. Kimball was in the front rank. He was a great teacher not only because he was master of his subject but he was a great teacher because he hated sham, because he was courageous, big-minded, honest. He was the manliest of men. Any measure of him that does not dwell upon the higher personal qualities that left a lasting impress upon all his students does not do full justice to his memory. It should be said of him that he was a great teacher because he was an exceptional man. His monument is his work. MADISON BABCOCK.

San Francisco, Cal.

A Problem.

I meet with many teachers, as I am connected with a publishing house, and it has been a question I have often asked myself, "Why do not more men who hold prominent positions in the schools subscribe to educational periodicals?" In a New Jersey town one of the school board (speaking of the superintendent) said that he did not take any educational journals, seeming to feel that a man in his position should do this. I have sometimes carried in THE JOURNAL and remarked concerning an article in it (as that by Col. Parker lately), the reply is never unfavorable but generally refers to want of time.

In visiting a certain normal school lately there was talk about a pedagogical book, and the principal remarked that the faculty had little interest in pedagogy, that it seemed impossible to generate interest in that direction. "To tell the truth, they seem to dislike to discuss educational questions." Further conversation led to the admission that but two were subscribers to educational papers. I thought he felt this ought not to be so, but felt helpless.

I visited lately a superintendent of a small town and found him without any educational papers, no teachers' meetings, and marked a change had taken place with the departure of his predecessor. One of the school board remarked, "— is a clever fellow but his heart is not in it." In walking thru the rooms I felt a *tone* was wanting; the teaching was on the down hill course. Lessons were being heard but there was a lack of school spirit in both teacher and pupil.

I saw this was due to the fact that this man made lesson-hearing the end; his predecessor was wiser, he made it a means. This man had the magazines on his table; the other educational journals and books. As I meet with school officials it is not uncommon for them to try to draw me out after I have visited the school. I find they are very shrewd; they base their opinions about their superintendent upon testimony from various sources. A man they know to give his heart to the subject of education they put confidence in. While not teaching at present I value THE JOURNAL highly; it gives me an insight into the educational movements and methods I could get in no other way.

H. D. P.

Education and Poverty.

Is there not a relation more or less close between these two? It is rare to find an educated man as a pauper, or even as very poor. It seems to me this is due to the fact that an educated man can turn his hand to something that will give him a living. Some time ago a man of 70 years was found to be without a home and friends. He was fairly educated and got a place to copy manuscripts on a typewriter; I was one of several that helped buy the machine; now he pays for his board and clothes.

This has led me to consider it a worthy subject for discussion in school—I mean the grammar school. I would prepare the question, What would you do to earn a living? This I had debated and it was interesting to listen to the views of the boys and girls. One of the latter said she was going to learn to cook, for cooks were always in demand. A boy said he would borrow some money and open a store to sell nuts and fruit, for people always bought these.

I have taken the opportunity to show them that by being educated they would know better what to do and how to do it; also that an educated person can get along with the hardships of poverty better.

Buffalo.

M. L. TOWNSEND.

The Contribution of Sociology to Scholarship.

(Continued from page 575.)

In the discussing the critical question of the distribution of wealth—whether the rich are growing richer and the poor poorer—our author says, and in so saying shows that statistics is still a young science, "almost all statistical analyses of the actual distribution of wealth break down on account of the imperfection of the statistics." There is insufficient space here to show with what ingenuity the universal principle of sociology, that every new adaptation tends to repetition, is applied in the field of wealth; but let us note this quotation: "The tendency of civilization is to give to all the comforts which formerly belonged to the few." Sociology is, indeed, related to the social sciences as is the calculus to the mathematics; it is a "shorthand" method of stating social philosophy.

Some of Professor Mayo-Smith's keen phrases and sentences are worth noting—such as "the excessive and cut-throat competition of modern times," the apparently "intolerable condition" of the factory-operative, and "the institution of millionaires in the modern community works somewhat like the institution of slavery in former times; by it all are, to a certain extent, compelled to economize." Such words as these light up with their luminous human truth the pages of a treatise of convincing power in the realm of economic scholarship.

Very different is the work of LeBon, who deals with the dread disease of socialism with a force of analysis amazingly clever.

(To be continued.)

The Educational Outlook.

Pins, Needles, and Salt as Prizes.

"It is rather difficult to break the African child of his nomadic, what we might call truant, habits," said Rev. Dr. Laws, of Scotland, in a recent address. "When we organized our school at Lake Nyassa nearly twenty-five years ago, we decided to institute a series of rewards for attendance. The children would come one day and then stay away for a week, as fancy swayed them. On prize day the little fellows would be arranged in rows and the prizes would be distributed. To the best boy or girl we would give three needles, to the second three pins, to the next two pins, and when we had given out all the pins and needles, we would take a double handful of salt, which then was an almost unheard of delicacy at Lake Nyassa, and go down the line. The children would take pinches of salt and eat it grain by grain with the most intense delight. If you want to keep a baby in good spirits at Lake Nyassa give him a little lump of salt."

Entrance Examinations Made Uniform.

A plan has been presented for the organization of the College Entrance Examination Board of the Middle States and Maryland which will probably be adopted. The board is to consist of the president, or his authorized representative, of each college or university in the Middle States and Maryland which has a freshman class of not fewer than fifty students, and of five representatives of secondary schools of the Middle States and Maryland, to be chosen annually by the Association of Colleges and Preparatory Schools.

Its duties will be to decide upon the ground to be covered in preparatory work and the plan of examination for admission to college, and to name a college teacher for each branch of study who shall prepare questions for the tests which shall be submitted to a revision committee before being adopted. The examination papers are to be transmitted, as soon as adopted by the committee of revision, to the secretary of the College Entrance Examination Board, and printed and distributed, under his direction, to such examination centers as the College Entrance Examination Board may determine. On completion of an examination the answer-books are to be forwarded in sealed packages to the secretary of the College Entrance Examination Board, who will issue a certificate to the writer of the particular examination paper.

Rural Education for Young England.

Rural education for the children in the elementary schools of English agricultural districts is recommended in a circular sent out by the board of education. The idea is to give the children an intelligent knowledge of the common things that surround them in the country. Practical agriculture is not to be taught, but children should be trained to recognize plants and insects useful or injurious to the farmer, and to handle the simpler tools used in garden and farm work in the cultivation of a school garden. There should be given "lessons on the spot about animals in the fields and farm yards, about ploughing and sowing, about fruit trees and forest trees, about birds, insects, and flowers, and other objects of interest." School excursions under the guidance of teachers to places in the neighborhood are recommended for the purpose of awakening and quickening the observing faculties. "This sort of teaching will, it is hoped, directly tend to foster in the children a genuine love for the country and for country pursuits."

Laboratory for Child Study.

CHICAGO, ILL.—The thirteenth floor of the Schiller building has been fitted up as a laboratory for the study of children. Here special investigations will be made into the nature of pupils by teachers and principals. Dull children and unruly children will be taken for examination by experts as to their physical condition or their mental preferences. Children will be examined as to defects of vision or in other senses. It is thought that the various tests and measurements will help the children by impressing them with the importance of caring for their physical well-being.

Traveling Art Galleries.

ST. LOUIS, MO.—Miss Charlotte Rumbold, of the art committee of the Missouri Federation of Women's Clubs has issued a circular in which she calls attention to the lack of funds to carry on the work of the traveling art galleries. There are two galleries in circulation, one framed and the other unframed. It is sought to raise money to frame the second one as its value would thus be enhanced for school exhibitions.

In the meantime, portfolio collections of mounted prints will be issued. The first nine of these will deal with early, middle, and high renaissance, Dutch, early German, French, early English, Scandinavian, and modern painting. Later, if desired, portfolios of sculptural and architectural prints will be issued, accompanied by bibliographies. These will be sent on application and the receipt of 75 cents to cover express charges, and may be kept from four to six weeks.

The Widener Memorial.

PHILADELPHIA, PA.—The H. Josephine Widener Memorial branch of the Free Library of Philadelphia, the gift of Mr. P. A. B. Widener to the city in memory of his wife, was formally opened to the public May 8. A large number of visitors were present, who expressed great admiration for the artistic excellence of the rooms. The exhibition of rare books loaned to the library temporarily attracted special attention, and will bring throngs of students and book lovers to the building within the coming weeks. In transferring the deed on behalf of the donor, Librarian John Thomson, in explanation of Mr. Widener's purpose, said:

"Here can men and women who have completed their college courses, men and women who are engaged in scientific pursuits, men and women who are making a living in pursuits in which books are tools in trade, come and find the information and aid which will help them on their course in art, applied science, literature, or whatever may be the industrial pursuit in which their toil lies.

In the address of the day Mr. Alexander K. McClure showed the intimate relationship of the free library system with public education, and said that the rich fruits which increased educational facilities produce are most impressively illustrated in the ceremonies of the day.

The New Orleans Educational Association.

NEW ORLEANS, LA.—Prof. Henry E. Chambers, of the boys' high school, has been chosen president of the New Orleans Educational Association. Professor Chambers was elected unanimously, four candidates withdrawing in his favor before the ballot was taken. He is a strong and representative teacher of the South, and is well known as a summer school instructor and Chautauqua lecturer. The number of teachers in the city public schools is upwards of 700, of whom 330 are members of the New Orleans Educational Association.

The association takes it upon itself to see that its members have ample opportunity to keep up with the times. It provides special courses of instruction to better their professional equipment and enable them to respond promptly to the innovations and to the frequent enrichment of the curriculum which the superintendent from time to time decides upon. It procures also during the year a number of distinguished lecturers upon educational subjects. Recently a splendid course in rapid sketch work and blackboard illustrations was given, and Miss Arnold was induced to come all the way from Boston and give to the teachers fruits of her ripe experience. In addition to such features, the association meets regularly once a month to discuss live and important topics.

Cubans Pleased with Harvard's Invitation.

BOSTON, MASS.—The following is contained in a letter to Supt. Hobbs, of the Whitman schools, from Supt. Alexis E. Frye, of the Cuban public schools, relative to the visit of the Cuban teachers' to Harvard:

"The attitude of the American teachers toward the Cuban teachers is moving the people of this entire island. There is no doubt that the expressions of good will arising out of the plan of carrying the Cuban teachers to Harvard have done more to establish confidence in the minds of the Cuban people than all the other acts of the American government together. From one end of Cuba to the other, not only the teachers, but the people at large, are wildly enthusiastic over the proposed trip. It has been the means of centering their thoughts on the great Republic to which they owe their independence, and it has centered this thought on the generous, patriotic side of our national life.

"This is a land in which the young women are never permitted to go upon the street, except in company of a chaperon, and yet, so completely has the confidence of the people been won, that the mothers of Cuba are raising not the slightest objection to sending 900 of their daughters on this long journey to another country, into an unknown land, among unknown customs, and without full knowledge of the trip. The organizing work of the island and of the great party that is to take this journey has been hard work, but I do not look back upon it with half the satisfaction with which I contemplate this revolution in the moral sentiments of the Cuban people. Winning the consent of the mothers of Cuba to take their daughters to a foreign land has been the grandest victory of all. Nobody can measure the influence of this trip; nobody can tell how far-reaching it will be in the development of Cuba."

Arrangements are making to accommodate the Cuban women. C. C. Mann, of Harvard university, acting for President Eliot, is visiting in person all the householders who have expressed a willingness to receive the Cubans. Two women are to be put in a room, but separate cots are to be provided. A breakfast of coffee or chocolate and rolls is to be furnished. In return, Harvard university pays \$2.50 a week for each Cuban. The bills are to be presented at the bursar's office, and no money is to be collected from the Cubans themselves on any pretense. An attempt will be made to scatter the Cubans who have already some knowledge of English in the various quarters of the town where they will be most useful to their compatriots. The women who take these Cubans as boarders are requested to treat them as friends, and with all possible consideration. They are especially asked to give them the freedom of their parlors and the use of their pianos and to escort them, if necessary, back and forth from Memorial Hall, where the Cubans are to have luncheon and dinner, and to call upon them in their rooms.

New England Educational News.

Mr. Ellis Peterson, of Boston, the veteran supervisor, the only member of the board who has served continuously since the office was established, has tendered his resignation to the Boston school committee to take effect on August 21. Mr. Peterson has been a very efficient man in his position and has proved a skilful adviser and a counsellor of excellent judgment. Lately he has had especial charge of the high schools of the city, and it will be difficult to find a successor who will so command the confidence of teacher, pupil, and parent.

It is reported on what seems good authority, that Dr. George C. Lorimer, the pastor of Tremont Temple, Boston, is considering a call to succeed Dr. Whitman as president of Columbian university at Washington. Dr. Lorimer is a Scotchman by birth, is a noted scholar and author; and he has established an enviable reputation as a preacher, on both sides of the Atlantic. His friends in Boston are very unwilling to let him go, since Tremont Temple can hardly do without him. If he remains, there is every prospect that the building will soon stand free from debt, a monument to his skill and efficiency as a religious leader.

The board of overseers of Harvard university made a number of appointments at their meeting on May 16. Most of them were either reappointments, or of minor assistants. Mr. A. Lawrence Lowell was made professor of the science of government.

Stoneham, Mass., has decided to build a new high school of brick and stone, to have three class-rooms, with recitation-rooms and laboratories, at a cost of \$45,000. It will be an ornament to the town and will be as completely adapted to its uses as it can possibly be made.

Mr. Charles H. Morse, principal of the Rindge Manual training school, Cambridge, Mass., has been invited to become principal of the training school in Kahmamahama, Hawaii, at a salary of \$6,000. He will spend his summer in visiting the place and will determine his course by the outlook. The school is endowed, mainly by the gifts of Mrs. Bishop, an heir to the Hawaiian throne, who declined to have any part in political matters; and the school has some eight hundred pupils who live on the premises. Certainly the opportunity seems magnificent; but why should all the best men go to our new possessions?

Prof. Hamilton C. Macdougall, of Providence, R. I., becomes the head of the department of music in Wellesley college, next year. He is to give courses in musical theory, to serve as organist, and to be director of the glee club and chorus. He has achieved a good reputation as a musician, is a native of Warwick, R. I., and has become prominent in both local and national musical organizations. He was one of the charter members of the American College of Musicians.

Mr. W. E. Buck, for twenty-three years superintendent of schools at Manchester, N. H., and a teacher there for twenty-two years before he became superintendent, resigned on May 8, because of advancing age. Mr. Buck has probably done more to make the Manchester schools first class than any other one man, and he will be missed by teacher and citizen alike. Mr. A. E. Somes, for some years principal of the Manchester high school, has also resigned and has accepted a position as the head of an academy at Aurora, N. Y. He will remove there at the end of the current school year.

New Haven, Conn., does not find the selection of a superintendent an easy task. According to a local paper, certain men of standing and experience in the work seem to have been the choice of the school board, and they at one time thought that they could take their pick from them. But to their discomfiture, the very man wanted is always wanted elsewhere. Under the circumstances, it is suggested that New Haven may select a superintendent from her own corps of teachers.

The Bangor (Maine), theological seminary held its closing exercises on May 16, and a class of six was graduated. Formerly, the seminary had fifty or more students; but the number has steadily decreased, for various reasons, until there have been only fifteen this year. The trustees and friends of the seminary are anxiously considering the wisdom of removing to Brunswick, to become a part of Bowdoin college, or at least to have a more intimate relation to the college, hoping thereby to regain prosperity.

SALEM, MASS.—Among the beneficiaries by the will of the late Walter Scott Dickson, of this city, are the Salem Public Library and the Peabody Academy of Science, each to the extent of \$10,000. Tufts college is enriched by a professorship of English and American history, the chair to be filled by Dr. Edwin C. Bolles. Mr. Dickson left \$450,000, all of which except about \$50,000 is bequeathed to various institutions and charities.

Miss Finch Will Go Waterbury, Conn.

LEWISTON, ME.—Miss Adelaide V. Finch, the well-known principal of the Lewiston normal training school has accepted the principalship of the large new training school at Waterbury Conn. She will take with her as first assistant Miss Olive W. Lyford, one of the teachers in her school at Lewiston. The second assistant and the entering class of twenty

pupil teachers will be selected from the Waterbury schools. The new school will contain fourteen rooms with a fair number of practice rooms aside from the model department of eight rooms. This is one of many offers which Miss Finch has received, but apart from salary inducements, which are considerable, she holds it to be a peculiarly advantageous one on account of the proximity of Waterbury to the educational center of New York. Miss Finch has been principal of the Lewiston training school for six years, and her success has been remarkable. She has lectured in many states and is the author of the "Finch Primer," which is in use in many schools. Lewiston will miss her greatly; her influence has been felt in every forward educational movement.

Industrial Art in Schools.

BOSTON, MASS.—A paper "Fine Arts, vs. Industrial Art in the Public School" was read by Mr. Vesper Lincoln George at the meeting of the Alumni Association of the Massachusetts Normal Art school. Mr. George believed that the teaching of "industrial art in public schools was worth more than instruction in the fine arts. Few of the children would grow up to be artists, when as most of them would influence the progress of industrial art, if not in being manufacturers and designers, at least by being purchasers of furniture and decoration for the home. What is needed is not more artists but more general appreciation of art, and those that have learned to appreciate artistic designs on wall paper, furniture, carpets, etc., will not have bad taste in pictures.

The children should be taught, first of all, the phase of art which reaches their everyday life; they should learn to find beauty in lines, form, color; they should be taught what constitutes beauty in the ordinary things with which they are so familiar—the furniture, dishes, wall paper, carpets and rugs. When these children shall have grown up they will carry the influence of these ideas with them in their lives, and the heaven will work wonders in the next century of this country. . . . The history of art points out a gradual growth from the simple to the complex; all nature is one great symphony of evolution. Let us apply the same principle to the teaching of children in this question. Let them do such things as are within their capabilities, and that they can do well and intelligently. Don't start them at the top. That is not evolution. Don't give them the grade of work that should be expected of normal or special students. Teach them to do the simpler forms of art and to do them thoroughly and well. By becoming familiar with these they will gradually develop a sense and appreciation of beauty that will later elevate the dignity of painting to its true position. . . . As a rule I believe if the children were taught fewer things, and taught them better, the result would be infinitely more satisfactory. The history of art points out that construction came first, decoration second, and painting last. Let us keep this order in our teaching.

Isaac Freeman Hall

A Springfield paper contains an interesting sketch of Isaac Freeman Hall, superintendent of public schools in North Adams. "Mr. Hall," says the writer, "has passed thru all the stages of educational work to be found in the country, and has come under the influence of great educators in such a way as to enable him to become an inspiration to the public schools of North Adams as well as a director of the work to be done. During his five years at the head of the school system it has been almost completely transformed, while he has also taken a leading part in the interests of the teachers of Berkshire county. Mr. Hall is fifty years of age. He was born at Dennis and was graduated from the Bridgewater normal school in 1866, the youngest graduate of the institution. For a year he taught school in Westport Point at \$18 a month and "boarded round." Later he took a preparatory course at Phillips academy, Andover, and entered Dartmouth college. He was compelled, however, to give up college after two years by his father's illness. The most important period of Mr. Hall's life was probably that which he spent as principal of the Washington grammar school in Quincy. Here he came in contact with Col. Francis W. Parker, of whom he was a strong supporter. It was from Col. Parker that Mr. Hall imbibed the spirit which has made him work so much good in North Adams.

"Later Mr. Hall was superintendent at Dedham, Leominster, Arlington, and Belmont. He has written a number of educational books. He was one of the editors of the 'Riverside Primer,' published by Houghton, Mifflin & Company, and author of the manual for teachers published by the same house."

Miles M. O'Brien Succeeds J. J. Little.

President Joseph J. Little, of the board of education and of the school board of Manhattan and the Bronx, has formally tendered his resignation. The cause was ill health. Miles M. O'Brien was elected to succeed him. In addressing the board of education Mr. O'Brien said that tho the Davis bill was far from satisfactory in many of its details, yet the board, he was sure, would work harmoniously and surmount all difficulties.

William Temple Emmet, son of Thomas Addis Emmet, was chosen to fill the vacancy left in the board of Manhattan and the Bronx by the resignation of Mr. Little.

New York City and Vicinity.

The round trip rate from New York to Halifax for the meeting of the American Institute of Instruction is \$17.00. This is by the \$10 route from Boston which is partly rail and partly sea. New York to Boston and return \$7; Boston to Halifax and return \$10.

Treasurer Bussey's Hard Time.

The official name of the treasurer of the board of education is no longer Thomas E. Bussey but T. E. Bussey, and Mr. Palmer is just A. E. Palmer. The signatures, too, are of the severest and most chaste contours from which every curl and flourish has been eliminated. These changes were not brought about for aesthetic considerations, but for the purest utility.

In signing 10,000 checks a month superfluous letters and lines are undesirable. Mr. Palmer and Mr. Bussey have been working hard. The rate of signatures has averaged 350 per hour, and 28 hours a month must be devoted to plain quill driving in order that the task be completed.

New York City Schools Represented at Paris.

The board of education has adopted the resolutions of its committee on school system to the effect that representatives should be sent to Paris to take charge of the exhibit of the work of the public schools of New York. The representatives named in the committee's report are Associate Supt. Alfred T. Schauflier, of the borough of Manhattan and the Bronx, and Associate Supt. John H. Haaren, of the borough of Brooklyn. Their duties will be generally to supervise the exhibit in the way of receiving, packing, arranging, etc., to give information to visitors interested in our school system, and to explain in a lecture, which must be in French, the projectoscope exhibit which it has been arranged shall be given twice a week in the main assembly hall of the Exposition. The report lays especial emphasis on this last feature and adds that "the gentleman making the explanations should not only be able to make his remarks in French, but he should be able to answer questions that might come from auditors in other languages, such as German or Italian."

One of the representatives is to remain from the middle of April till about July 1, when he is to be replaced by the other who will stay until September 1. The costs, including hotel expenses, are estimated at \$1,000 for each representative, and an additional \$1,000 is to be placed to their credit to defray extra expenses connected with the projectoscope exhibit. For this latter purpose \$3,000 had already been appropriated.

Mr. Gilroy has no Use for the Board of Education.

Ex-Mayor Thomas F. Gilroy, who was one of the framers of the charter of the greater New York advocates the abolition of the board of education. "Experience has shown," he said recently, "that the present system does not work well. It's not good for the schools, and it's not good for the city. The theory of the charter framers was that if the board of education was made up of members serving without salaries, only such men could be found to accept appointments to the board as were eminently qualified, on account of their education, their culture and their business, to give their whole time to the cause of city education. We have seen that this was a mistaken theory. The men who have been appointed under the charter have been very excellent men, but they have found that it took altogether too much time for them to give for nothing. Every now and then we hear of some member of the board resigning, because of the time which the work takes."

"Now, there is no reason why the schools should not become a regular department of the city government, just like any other department, and administered like any other department. I am strongly of the opinion that the best possible thing for the schools would be to create a department called the department of education, if you like, the head of the department to be called the commissioner of education, or any other title you please. Let this commissioner run his department just as any other city department is run, and hold him responsible for its good or bad management. Give him a salary commensurate with the duties he must perform, and give him such assistants as he may require, his assistants also to be well paid."

Free Libraries in Schools.

The question of establishing free libraries in some of the new schools has been under consideration by the school board, and it has been decided to put the plan in operation in September. The experiment will first be made in a few schools in the thickly settled portions of the east side. During the summer the board will fit up a room in each school for library purposes and will place it in charge of a librarian. It is proposed to allow the general public to take out books, the committee reserving the right to ask for indorsements from reputable citizens. If the experiment proves successful the libraries will be introduced in other parts of the city.

Interesting Arbor Day Celebration.

The principal motive of the celebration of Arbor day at Public School No. 90 was an effort to secure the preservation of the trees on the De Graaf homestead opposite the school.

The celebration was confined to the sixth and seventh year pupils. A series of charts in oil and crayon had been pre-

pared which presented the principal features of tree study. A census was taken of all the trees on the hill side and upon each of them a label was hung. The account of a plan of tree study was read which includes daily observation of the class tree, a record of the same and appointment of tree wardens, including all the boys of the school. An address was made by one of the pupils who said:

"Each tree has its visiting card. Every pupil is expected to make the acquaintance of each individual tree on the hillside. Each class will select one tree for special study during the year. Each pupil is expected to learn all about his class tree. He is to look at it every day and note the changes resulting from each day's growth in the class diary, which is to be the life history of the tree in spring, in summer, in autumn, and in winter. He is to note its location, its soil, its trunk, its branching, and its blossoming and foliage. He is to read what poets and nature students say of it, and verify their observations and descriptions. He is to note the birds and insects that use it as a hotel. He is to draw it, and photograph it in his camera and in his brain in all the four seasons. Once he knows its beauty and its uses, he will not refuse to love it and defend it."

The City College Club.

The May meeting of the City College Club was devoted to a celebration of the signing of the college trustees' bill, a triumph of a year of constant effort by the club and its efficient committee on legislation.

Governor Roosevelt presented to Senator Elsberg, the alumnus who introduced the bill, the pen with which the bill was signed May 4, 1900. The senator presented it to Mr. Ferdinand Shack, chairman of the committee, who had it framed, and with a suitable inscription, it now decorates the walls of the club-room. Mr. Shack, in an appropriate speech in his inimitable vein of humor and earnestness presented the pen to the club. Colonel Ketchum, the president, received it on behalf of the club, and proposed a vote of thanks to the governor, both for the pen itself and the use he had made of it in signing a law which will give the college home rule.

Mr. Richard L. Sweezy, who guards the site, Mr. Edward Lauterbach, Dr. Briggs, Dr. C. A. Doremus, Augustus Childs, and other distinguished alumni also spoke and pledged with Mr. Lauterbach, their sincere and earnest support to this law, which makes possible the realization of the ideal board of trustees for the college—nine men devoted wholly to the interests of the City college; men who know the college and who owe to it no small part of their success in life; men who will work for it because it is their alma mater.

The committee on college interests was directed to confer with the Alumni Association's president, Edward M. Shepard, to secure proper alumni representation upon the college board of trustees, who are to be appointed by the mayor and to go into office July 1, 1900.

The site committee reported upon the alleged claim of Pentz heirs to part of the college site.

The library committee was requested to gather (a) books and other literary productions of the alumni for the club library; (b) pamphlets, clippings, etc., relating to the history of the college; (c) reminiscences of events notable in the history of the college from living alumni to be collected by the club's historian.

A collation, with speeches, toasts, and general jollification brought the evening to a close. Prof. Legras, Mr. Joseph S. Wood, president of the Westchester Bar Association, Henry P. O'Neil, Joseph S. Wade, and Wm. C. Hess, J. C. Byrnes, of the board of examiners, R. T. Van Boskerck, and many of the younger members of the club added to the pleasure of a most interesting and memorable meeting.

Home Rule in a Brooklyn School.

Grammar school No. 10, Brooklyn, is now a self-governing institution. The helm of guidance has been delivered over into the hands of the pupils, and four hundred children are now busied with the problem of home rule. The idea was suggested by Principal Bristol, and was taken up heartily by the pupils. First an application for a city charter was made to the principal and department heads of the school. The charter, on the model of, if less elaborate than that of the Greater New York, was drawn up by the principal. It provides for a mayor, chief of police, council and judges; and two courts, one for boys and one for girls. The offices of mayor, president of the common council, chief of police, and both judgeships, fell to the stronger sex, but a girl was elected prosecuting attorney in the girls' court. The Australian ballot was used. The tickets were printed and deposited in ballot boxes presided over by the board of elections. A few of the tickets were thrown out as defective.

Teachers College Announcement.

The annual announcement of Teachers college for the year 1899-1900 gives some idea of the progress of the institution. There are now some fifty courses as against twenty-five in the previous year. These are arranged in four groups—history and philosophy of education, educational administration, genetic psychology, and theory and practice of teaching in the elementary and secondary schools. Prof. Dutton, who joins the faculty of the college, offers courses in school administration, which it is believed will be particularly valuable to advanced students of education. The courses for elementary and kinder-

garten teachers are now exclusively professional, and the standards for admission have been raised. The final examinations at Teachers college commenced on Wednesday, May 23. There are sixteen applicants for examination for the higher diploma, which qualifies the holder for higher educational positions.

The Salary Bill for Jersey City Teachers.

The Murphy bill, passed at the last session of the New Jersey legislature, while taking effect immediately, does not provide for the schedule of increase till the beginning of the fiscal year, December 1, next. An outline of its main provision follows:

Assistant teachers in primary and grammar schools with less than two years' experience, all to receive, \$408 per year, if beginners. This is increased \$48 per year, till \$936 is reached, but no teacher's salary is to be reduced on account of this bill.

Principals of grammar schools, with less than two years' experience, get \$1,800, with an annual increase of \$100 per year up to \$2,500. Principals of primary departments or of schools containing only primary classes, with less than one year's experience, as such principal, \$1,200, with an annual increase of \$100 up to a maximum of \$1,500; vice-principals and head assistants, with less than one year's experience, \$996, with an increase of \$60 per year up to \$1,176.

Male assistant teachers in high schools, with less than one year's experience, \$1,500. This is increased by \$100 per year till \$2,400 is reached.

Female assistants in high schools, with less than one year's experience, \$700, with an annual increase of \$100, up to \$1,200.

Principals of high schools, with less than one year's experience, \$2,500, with an annual increase of \$100 up to \$3,000 per annum.

Critic teachers in the training classes for teachers, receive \$200 extra compensation.

Principals of primary departments in training schools with less than one year's experience, \$1,500. This is increased \$100 per annum up to \$1,700.

Teachers or supervisors of methods of training schools, less one year, \$1,500, with \$100 increase per year to \$2,000.

Principals of training schools for teachers, with less than one year's experience, \$2,500. Increase annually up to \$3,000.

The board of education applied to Corporation Counsel McDermott for an opinion as to the constitutionality of "senate bill No. 90," establishing a system of public instruction in the state of New Jersey. The counsel advised the board that the bill was clearly unconstitutional in many of its provisions, and that so far as it attempts to regulate the fiscal affairs of Jersey City, is void, and that, as a board, they have no duties to perform under its provision. In consequence, the board is acting under the provisions of the old law.

An interesting occasion to the teachers of Jersey City, was the presentation, on Wednesday, May 9, of an elegant Tiffany gold watch and chain to Assemblyman Murphy, and another to Mr. McLean, of the *Journal*, as an evidence of their appreciation of the services rendered by these gentlemen in the passage of the salary act.

The Jersey Teachers' Association was favored at its last meeting, May 16, with an address by President Mulvany, of the board of education, on "Corporations, What They Are and How Formed." Mr. Mulvany, being a lawyer, was thoroughly familiar with his subject, and for an hour and a half held the closest attention of the teachers. He gave as one of the reasons why so many corporations are formed under the laws of New Jersey, that while other states offer better financial inducements and are more liberal in their treatment, yet New Jersey exercises more thorough supervision of the transactions of the companies, and thus makes them safer.

President Towne and his assistants have secured the services of Dr. S. C. Schmucker, of the state normal school, West Chester, Pa., for a series of lectures on "Animals" in the fall.

Annual Exhibition of Ethical Culture Schools.

The leading feature of the annual display of the work of the ethical culture schools was the conference of teachers held on the evenings of May 17 and 18. The general subject was the organization of the school course of study; the addresses and papers dealt with special topics of the work.

In discussing the problems of the elementary school program Prin. J. F. Reigart said that the practical educator is constantly meeting cries both of too much and too little. Some people will proclaim that the children of a school are over-burdened and over-taxed; that they are suffering from intellectual over-feeding; meantime others will be crying that the children are not getting enough; that the boy of thirteen to-day will not compare favorably with the boy of thirty years ago.

Both these criticisms may be just even in the case of the same school. Children may be overloaded with home-work and still not be doing much real work. There is something very wasteful about the system which prevails in many schools. Twenty years ago the child used to do all his work in school and his play at home; to-day he is often made to play at school and do all his work at home. There is a tendency to fill in every spare period with some kind of organized play. The result is a larger assignment of home lessons. These the young child can never do so well away from school as under the teacher's direction. The old-fashioned plan of study hours in school led to much better results so far as acquirements are concerned; and it is still a question if the organized play in

school is more educational in its effect than the play which the child organizes for himself at home.

Every school program should be looked at from at least three points of view:

1. It should be studied by the school physician. If he finds an unnatural strain and tension among the children, it is evident that something is wrong. A remedy should be sought promptly, but not necessarily in the direction of less severe work. Nervous break-downs do not come so much from work as from worry. The performance of severe but not impossible tasks often has a beneficial effect upon the nervous system.

2. There should be simplicity in the program. Most adults fail when they undertake to do too many things at once. The child should at least be able to remember what lessons he has during the day. The diversity of interest which psychology demands for the young child can best be obtained by enriching the standard studies rather than by increasing the number of studies.

3. Good organization can be effected thru uniformity of method. There should be a similarity of standards thruout the schools.

Mr. Percival Chubb, principal of the branch school, spoke suggestively on the teaching of English. "There are," he said, "two conflicting ideals in education: the scientific and the humanistic. Both are active and aggressive. There is, however, a reconciliation in sight. One of the signs of that reconciliation is the increased attention that is now given to the study of the mother tongue. On the literary side the study of the English classics gives all that the humanists have contended for; the study of the language as a medium of exact expression pleases the scientists.

The study of English has become more of a necessity in this country than in England. There the home influences make for constant reading of the national classics. Purity of speech, too, is a matter of good breeding. In this country ungrammatical language and a poor accent are not as yet a bar to social and financial success. What the children fail to get at home, must be given them in the school."

There were other interesting addresses by Dr. H. A. Kelly, of the department of service; Miss C. T. Haver, principal of the kindergarten; Mrs. M. M. Welton, who has charge of the primary departments, and by Miss Krause and Miss Sanger, grade teachers.

Exhibits at Passaic Public Schools.

The third series of the annual exhibit of the work of the public schools of Passaic, N. J., began last Thursday. This year an addition to the exhibition of such work as can only be shown on paper was made in the shape of the work of the class-room. The typical aims and methods on each subject of instruction were shown, and the program was so arranged that the visitor could follow the work in any subject from the lowest grade to the highest represented in that school. A particularly interesting exhibit was that held in the manual training school. The exhibits will be continued on May 17 and May 24.

Brief News Items.

Prof. Samuel Gardiner Williams, professor of the art and science of teaching in Cornell university, died in Ithaca, May 19, of paralysis.

CHICAGO, ILL.—In his preliminary and official report, Mr. Stephen D. Griffin, ex-supervisor of the school census estimates that the number of illiterates of school age in this city is 30 per cent. lower than in 1898. The number now is not over 250.

ST. LOUIS, MO.—The festival of the Teacher's Annuity Association is fixed for June 2, at the Fair grounds.

CHICAGO, ILL.—President Franklin W. Fisk has been elected professor emeritus of the chair of sacred rhetoric of the Chicago Theological seminary. Dr. Fisk's resignation of the presidency takes effect at the end of the current year. He has been president for forty one years.

Miss Mara Louise Pratt was married to Mr. Charles Bennett Chadwick May 9, in New York.

EAST HADDAM, CONN.—A celebration of a double character is to take place in East Haddam, June 6. The events to be celebrated are the birthday of Nathan Hale and the transference of the building in which he first taught school to the Connecticut society of the Sons of the Revolution. The building was bought by Richard Henry Greene, of East Haddam, with the aid of the New York Society of the American Revolution. Hale boarded in the family of Mr. Greene.

The midsummer meeting of the Educational Press Association will be held in Charleston, S. C., July 12. The program will include an address upon "The Mission of the Educational Press in America," by D. M. Geeting, editor of the *Indiana School Journal*, followed by a discussion by B. C. Caldwell, President of the Louisiana State Normal school, Natchitoches, and editor of the *Louisiana School Review*, and H. R. Patten-gill, editor of the *Michigan School Moderator*.

Present Day History.

Mafeking Relieved—London's Joy.

After a siege of 216 days Mafeking was relieved on May 17. The relieving force consisted of about 2,000 horsemen—colonials and imperial yeomanry—under the command of Col. B. T. Mahon, an officer who served with credit under Kitchener in the Dongola and Nile expeditions. This column set out from Kimberley, on May 4, and, forming a junction with Col. Plumer's force, sent the besieging Boers flying off toward the east. A portion of them were made prisoners.

The news of the relief of Col. Baden-Powell's gallant little band was received with the wildest demonstrations of joy in London. That commander conducted the defense with the utmost skill and he has become a popular hero. In the excess of their joy some of the London crowds became riotous. The reward of Baden-Powell came quickly in the shape of a commission as major-general.

Siberian Exile Abolished.

The Russian council has adopted the bill for the abolition of exile to Siberia. Hereafter no wretches will be dragged across the country for thousands of miles and condemned to years of hard labor in mines, without a trial. Every accused person will hereafter have a trial, and convicted persons will be confined in prisons in Russia which are now being built.

This great reform has been in contemplation since 1895, and is due to the young czar's sensitiveness to foreign criticism and his humane disposition. It is strange that a man of so mild a disposition would consent to the destruction of the constitutional liberty of the Finns.

No Intervention in the Boer War.

The Boer delegates appeared before Mr. Hay, secretary of state, on May 21 and made a plea for the United States to intervene to stop the war in South Africa. The secretary informed them that we have remained faithful to the precept of avoiding entangling alliances as to affairs not of our direct concern.

Some time since the United States offered its good offices to bring about peace; that offer was rejected by Great Britain. The duty could not be undertaken without the consent of both parties in the war.

While the president regrets the suffering and the sacrifices endured by both contestants, he can do nothing but preserve a strict neutrality between them. There has never been a moment, however, when he would have neglected any occasion to use his good offices in the interests of peace.

Nicaragua Canal Bill.

The bill providing for the construction of the Nicaragua canal met with a set back on May 21 when it came to a vote. The house of representatives passed it by a very large majority, but it was prophesied that it would meet with obstruction in the senate. On the motion to take it up, twenty-one senators voted yea and twenty-eight voted nay. The opposition represents various phases of opinion—those who doubt the usefulness of the Nicaragua canal, those who favor other routes than the Nicaragua, and those who consider it improper or unwise to pass a canal bill while the Hay-Pauncefote treaty is pending in the senate.

Panic in Pretoria.

According to a report from Lorenzo Marques, British horsemen are now near the Vaal river, only forty miles from Johannesburg. Panic has already seized Pretoria and the flight eastward to the town of Lydenburg in the mountains has begun. Women and children are being sent out by the trainload. Foreigners are also beginning to flee from Pretoria. Among them are many Germans who are eagerly seeking their passage to Europe.

Fenian Plot Feared.

Canadian officials fear a Fenian plot to destroy the strong fortifications at Esquimaux, B. C., with dynamite, and orders have been issued to shoot any one approaching the works who does not respond to a second challenge. This order was issued after information had been received that pro-Boer Fenians had left San Francisco in considerable numbers for Victoria.

Shipping Wheat by Way of the Gulf.

The export steamers plying between points on the Gulf of Mexico and Liverpool are bidding for the business of carrying 100,000,000 bushels of wheat soon to be harvested in Oklahoma and Kansas. Much of the flour manufactured in Kansas and Oklahoma now goes to Liverpool by way of the Gulf of Mexico. Shippers claim that they can send flour to England by this route as cheaply as they can ship it by rail to New York city. The wheat crop of Kansas is very large, which will make the shipping business unusually lively.

THE SCHOOL JOURNAL

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New Books.

Nearly Ready.

TWO BOOK COURSE IN ENGLISH

By MARY F. HYDE.

SO large a proportion of the schools of the United States have adopted and are now using the Hyde Series, and its sales are increasing so steadily that the teaching of elementary English, in every school in the land, may be said to be more or less influenced by its methods.

To meet the needs of the schools that have not yet adopted the series, the schools which require a large amount of technical grammar, the author has prepared two new books. The first of these has the substantial qualities of the elementary language lessons, while the second presents more advanced work for the upper grades, with a clear and systematic course in technical grammar.

The books are nearly ready, and full particulars may be had of the publishers.

A School Grammar of the English Language. By EDWARD A. ALLEN, Professor in the University of Missouri. A book for the upper grammar grades. Ready in August.

The Essentials of the English Sentence. By ELIAS J. MACEWAN, A.M. A manual for review and drill in grammar and language. Ready in August.

D. C. HEATH & COMPANY, Publishers.

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ATLANTA

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The Busy World.

Automobiles and Horses.

A horse having been frightened by a gasoline carriage damages were demanded. The judge said: "If one should go back to primitive methods and trek along a city street with a four-ox team and wagon of the prairie schooner variety, it would possibly cause some uneasiness in horses unused to such sights. Yet it could not be actionable, in my opinion, if a runaway should result, provided due care were shown not unnecessarily to interfere with the use of the highway. Horses may take fright at conveyances that have become obsolete as well as those which are novel; but this is one of the dangers incidental to the driving of horses, and the fact cannot be interposed as a barrier to retrogression or progress in the method of locomotion. Bicycles used to frighten horses, but no right of action accrued. . . . The temporary inconvenience and dangers incident to the introduction of these modern and practical modes of travel upon the highway must be subordinate to the larger and permanent benefits to the general public resulting from the adoption of the improvements which science and inventive skill have perfected."

Cotton Industry and Wages in the Orient.

Consul-General Goodnow, of Shanghai, disposes of the bogey of China flooding herself and the world with cheap cotton to our detriment. The building of mills and adoption of foreign machinery, he writes, have increased wages rapidly at the treaty ports, but the American weaver produces three times and the spinner four times as much product as the Chinese artisan. The only cotton cloth which the Chinese are making at a profit is a coarse sheeting, and it costs as much to make these goods in China as it does in America. Carders and spinners in the Chinese mills are getting \$12 to \$15 and weavers \$10 to \$30 per month for what we would consider a small output, so that the labor cost of the product is not at all cheap.

Thruout southern Japan both wages and the cost of food are higher than a year ago, and the *Japan Times* has recently said that the watches and other goods the natives are making under foreign superintendence are costing as much or more than American goods of the same grade.

The Far East will not turn out cottons and other things at prices we cannot meet until they can rival us in the making and use of machinery, and that day is too far off to be a factor in present economic calculations.

The Forces of Physical Nature.

"If the earth should cease to rotate would the Mississippi flow toward the north?" is the question asked in the *Scientific American*. The reply is, "Certainly." The earth's equatorial diameter is twenty-six miles more than its polar diameter.

If one should travel from the pole to the equator, he would climb a hill thirteen miles high, tho he would not be conscious of it. A river flowing south is at its mouth further from the center of the earth than it is at its own source. Or, put in common language it runs up hill. The cause of this is found in the so-called "centrifugal force" of a rotating body, which causes each part to place itself as far from the center of rotation as possible, which also gives an outward (tangential) force to each part. In the case of the earth at its present velocity of rotation this force lightens all bodies at the equator by $\frac{1}{288}$ of their weight. This force it is which deforms the water level line from north to south, so that the southern end of a water level line is higher than its northern end.

A Substitute for Human Skin.

According to some German surgeons the delicate membrane that lies under an egg shell will answer as well as human skin to start healing over by granulation in open

wounds. The experiment was tried recently on a patient in the Seney hospital in Brooklyn and proved successful. Healing by granulation requires, on a weak patient, some point or points around which granulation can form. The surgeons tried the lining membrane of an egg shell, which proved to be a perfect substitute for human skin.

Solidified Hydrogen.

Professor Dewar, of London, has succeeded in solidifying hydrogen. In a series of experiments made at the Royal institution he showed how this can be accomplished. By surrounding the tube containing it with liquid air to prevent the ingress of heat and then applying a powerful air pump to the liquid hydrogen, he transformed it into a white opaquesolid. Discussing the question of the utility of solid hydrogen in scientific research, Prof. Dewar said that the mere fact of its transformation from gas is interesting, because it is the elementary body of the lowest atomic weight. One of its uses was in the solidification of oxygen, and it could also be used in the separation of mixed gases.

A Buried Glacier.

A buried glacier has been discovered on Boulder creek, Alaska. There was about eight inches of earth over the glacier on which trees eight inches in diameter were growing, showing the ice mountain, which is clear and pale blue, has been there for a long time. The ice is solid at a depth of twenty feet. The glacier is to be utilized as cold storage during hot months.

The Oldest Poem.

A poem written fifteen centuries before the time of Moses has been found, it lauds Usertesen Third, and consists of six stanzas each of ten lines. It has been translated; it was written on a sheet of papyrus 12 by 46 inches.

A Handsome Fee.

It is said that Ex-President Harrison's fee in the Venezuela case will be \$250,000. He studied upon it for two years.

Volcanoes in Alaska.

Explorers report that three active volcanoes are in operation on the west coast of Alaska; one on Unga Island and two west of Mount St. Elias.

Destructive Bacteria.

The disintegration of the cement used in the walls of water-supply reservoirs has been supposed to be the effect of the carbonic acid, but is found to be caused by bacteria which produce nitrous acid. This organism is exceedingly useful in sewage causing its purification, therefore its growth (it is a plant) is encouraged in that material; in pure water it destroys the mortar in the walls.

Great Meat Contract.

The British government has contracted with the Louisville, Ky., Packing Company for four and a quarter million of pounds of meat for its army, mainly hams and bacon.

Havana's Great Exports.

America has been in control of Cuba for eight months. In this time the exports have been about \$19,000,000, of which we took \$13,500,000; this is mainly of tobacco, tho some is in gold coin—that is, Cuba is buying more merchandise than she pays for in tobacco.

A Telegraph to Klondike.

Dawson, the metropolis of the Klondike region, may now be reached by telegraph from Skagway. The line was completed Sept. 28. On reaching the sea the telegram is brought by the steamer. A tariff of \$3.75 for ten words and 20 cents for each additional word is charged for a message either way between Skagway and Dawson.

"Prevention is the best bridle." You can prevent sickness and cure that tired feeling and all blood humors by taking Hood's Sarsaparilla.

THE SCHOOL JOURNAL

NEW-YORK-AND-CHICAGO-

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THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

SUBSCRIPTION RATES.

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Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Interesting Notes.

Two Noted Missionaries.

Among the most prominent representatives at the late world conference of missionaries in New York city was the Rev. Jacob Chamberlain, M. D., D.D., of the American Reformed (Dutch) church.

Dr. Chamberlain has been working for forty years as a medical and evangelical missionary in the southern part of India among the Telugus, with headquarters at

Madanapallo, about one hundred and fifty miles from Madras. He was the only missionary and physician for twenty-five years in a district larger than his native state, Connecticut, and prior to 1874 he had given medical care to thirty thousand natives.

He was also the first missionary to go into the dominions of Hyderabad, on a twelve hundred mile exploring trip, which he undertook alone, except for four native assistants, in 1863. He encountered there many perilous adventures, some of which he has written about in his popular books "In the Tiger's Jungle" and "The Cobra's Den." Dr. Chamberlain helped to translate the Bible into the Telegu language, one of the old Dravidian languages of India, which is still spoken by eighteen



million people in the heart of Southern India.

South Africa is of such overshadowing interest just now that any one who can tell us of the Boers is sure of being listened to. Dr. Merensky, from Berlin, was able to do that more than any other delegate, though, aside from his missionary experiences in South Africa, he was one of the most interesting men at the conference. He went first to South Africa in 1858, and crossed the country from Cape Town to Natal in an ox cart.

Two years later he went to the Transvaal, where he tried to found a mission in the country of Sekukuni, but he was severely persecuted by the chief, and finally driven out. Dr. Merensky then established a station of refuge at Bostiabelo, and when he had to leave on account of ill-health, in 1882, he had gathered around him there seventeen hundred natives who had become Christians. During the Boer and English war of 1880, he was for two months at the head of the sanitary staff of the Boer army.

Spain's Financial Troubles.

Great opposition has developed to the Spanish government's financial plans. The feeling in Calatonia has been running high, and hostile demonstrations have been made against the minister of the interior. In Madrid a league against the taxation schemes has been recently formed whose platform is a refusal to pay taxation. Arrangements are making for protests against taxation at Cadiz, Valencia, Toledo, Saragossa, and other towns. At Barcelona the students are riotous and have even erected barricades in the streets.

French Old Age Pension Scheme.

It is expected that M. Millerand, the French minister of commerce, will be severely criticised by the moderate Republicans in the chamber of deputies when his old age pension bill is introduced. The bill provides that French artisans and other employees, who number something like 7,000,000, shall be entitled to a pension at the age of sixty-five, providing that a certain percentage of their wages has been paid into a pension fund. Further it provides for the payment of a certain amount to the widows and children of workmen who die before they attain the limit of age entitling them to a pension.

Sufferings of Mahometan Pilgrims

Some years ago much suffering was caused the Mahometan pilgrims on their way to Mecca from the northern states of Africa, India, and Russian central Asia by the greed of the transport companies that overcrowded the vessels and failed to furnish sufficient water. These abuses have been partially remedied. The Indian government now supervises the pilgrimages from Bombay, and the French and Russian governments, which have many Mohammedan subjects, have also stringent regulations to insure comparative comfort for the pilgrims. Great evils, however, still attend the Egyptian pilgrimages. The British government is asked to do something to abate the abuse.

An Improved Process of Stereotyping.

It is hard to realize the advance that has been made in the processes of the art of printing during the present century. The greatest of the improvements have been made in the past few years.

Within a dozen years the old-fashioned typesetter, picking laboriously at his tiny types, has given way to the man at the machine, who hammers out whole lines of solid metal with the ease of a pianist playing at his instrument. Within a few years also the slow-going old presses upon which newspapers were once printed have developed into whirling monsters that from quadruple mouths throw out almost one hundred thousand papers in sixty minutes, while ten such vast machines would print a million newspapers in an hour.

Now an improvement has been introduced into the stereotyping department. Many people will ask, What is a stereotype? Years ago, when the circulation of American newspapers began to increase, it was found that no single press could print rapidly enough to supply the demand. So it became necessary to operate two or more presses, and in order to save the expense of setting up a complete set of pages for each press the printers took clay impressions of the type, and the clay slabs were called matrices. Into these molten lead was poured, which presently hardened, leaving solid metal plates, with every word and letter expressed upon them. A set of these plates was made for each press, and so the paper was printed rapidly.

When the rotary press was introduced it was necessary to make the plate cylindrical, and another process of preparing the plate was devised. It is cast and cooled with water, and trimmed and planed, and a number of men are required to turn out a finished product. This process requires some time.

Henry A. Wise Wood has perfected a machine, called the autoplate (now used in the New York Herald office), into which a matrix is fed and the machine turns out finished plates at the rate of four a minute. Under the old process it required a minute

4th SEASON.

THE ADIRONDACKS SUMMER SCHOOL CAMP,

1 1/4 miles from Saranac Lake, N. Y.

In Art, Manual Training, and Nature Study.

Conducted by J. LIBERTY TADD, Director
Public Industrial Art School, Philadelphia.

The Course of Instruction is based upon the work described in Mr. Tadd's book, "New Methods in Education," and now carried on in many schools in various parts of the country.

Nature study is the fundamental principle, with expression in drawing, designing, clay modeling, wood carving, painting, etc. The course will fit pupils to become teachers, and fit teachers to apply the methods in their various schools and classes with little expense and friction.

Mr. Tadd will be assisted by several teachers from his schools in Philadelphia. For full particulars address, until June 5th—

J. LIBERTY TADD,

The Studios, 319 North 32nd Street,
PHILADELPHIA, PA. June 5th to September 15th.
Saranac Lake, New York.

Weak Children

How sad it is to see weak children—boys and girls who are pale and thin. They cannot enjoy the sports of childhood, neither are they able to profit by school life. They are indeed to be pitied. But there is hope for them.

Scott's Emulsion

has helped such children for over a quarter of a century.

Your doctor will tell you it is both food and medicine to them. They begin to pick up at once under its use. Their color improves, the flesh becomes more firm, the weight increases and all the full life and vigor of childhood returns again.

At all druggists; 50c. and \$1.00.
SCOTT & BOWNE, Chemists, New York.

Spring Humors of the Blood

Come to a certain percentage of all the people. Probably 75 per cent. of these people are cured every year by Hood's Sarsaparilla, and we hope by this advertisement to get the other 25 per cent. to take Hood's Sarsaparilla. It has made more people well, effected more wonderful cures than any other medicine in the world. Its strength as a blood purifier is demonstrated by its marvelous cures of

Scrofula	Salt Rheum
Scald Head	Boils, Pimples
All kinds of Humor	Psoriasis
Blood Poisoning	Rheumatism
Catarrh	Malaria, Etc.

All of which are prevalent at this season.
You need Hood's Sarsaparilla now.
It will do you wonderful good.

Hood's Sarsaparilla

Is America's Greatest Blood Medicine.

ST. DENIS HOTEL

Broadway & Eleventh St., New York.
(Opposite Grace Church.)

Conducted on European Plan at Moderate Rates.

Centrally Located and most convenient to Amusement and Business Districts.
Of easy access from Depots and Ferries by Broadway Cars direct, or by transfer.

WM. TAYLOR & SON, - - Proprietors.

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AMERICAN AND EUROPEAN PLANS.

By recent changes every room is equipped with Steam Heat, Hot and Cold Running Water and Lighted by Electricity.

500 Rooms. Three New Elevators.

ROOM, WITH BOARD.....\$2.50 and Upward
ROOM, WITHOUT BOARD...\$1.00 and Upward
ROOM, WITH BATH, AMERICAN, \$3.00 and Up.
ROOM, WITH BATH, EUROPEAN, \$2.00 and Up.

Steam Heat Included. L. U. MALTBY.

At the End of Your Journey you will find it a great convenience to go right over to

The GRAND UNION HOTEL

Fourth Ave., 41st and 42d Sts.
Opposite Grand Central Depot, New York.
Central for Shopping and Theatres.
Baggage to and from 42d St. Depot free.
Rooms, \$1.00 per day and Upwards.

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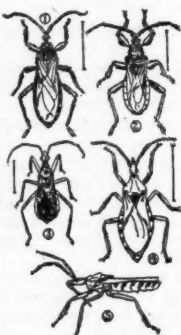
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Description of the Kissing Bug.

Last year an insect known under the name of the "kissing bug" was credited with causing severe wounds on many people by its bite, and in some cases the death of the person bitten. The alarm in regard to the kissing bug started in Washington in June, 1899, and spread through the newspapers over the entire country.

The scientific men were disposed at first to consider the bug a creation of the popular imagination, but an investigation has proved the contrary. This investigation was made by the United States entomologist, L. O. Howard. He considers six distinct insects as coming under the general head of kissing bugs and believes that these insects are responsible for the reports of serious bites in 1899 and also that in past years they may have been the source of many reported spider bites of serious nature.

We give an illustration showing these bugs—also their names, which are long and hard enough in themselves to frighten one. They are the following:



1. *Reduvius personatus*.
2. *Rasahus biguttatus* (two-spotted corsair).
3. *Coriscus subcoleoptratus*.
4. *Conorhinus sanguisuga* (blood-sucking cone-nose).
5. *Conorhinus sanguisuga* (side view, showing beak.)

The first is known in Europe as the cannibal bug. It is about three-quarters of an inch in length and looks not unlike the common squash bug familiar to all men who have ever done any gardening. The species *Reduvius* is widespread, being found in Europe, Asia, the northern part of Africa, Australia, and this country. The date of its introduction into this country is not known, but it is surmised that it was imported soon after the coming of the bedbug upon which it preys. *Reduvius personatus* is furnished with a long beak, or rostrum, which it thrusts into its prey, and it is this instrument with which the poisonous bite is inflicted. The bite is described as being more painful than the sting of a bee.

It may be added that No. 2 of the illustration also rightfully comes under the head of kissing bugs.

Rasahus biguttatus, the two-spotted corsair, as it is commonly called in the Southern states where it is found, is well

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authenticated as the inflictor of a number of so-called kissing bug bites. Lintner says that this species is very fond of human blood but prefers to get it second hand, for which reason it preys upon bedbugs, like *Reduvius personatus*, which it resembles in appearance.

Rasahus thoracicus is found in Arizona and Mexico and Mr. Howard has been bitten by this species, with bad effects.

Of all the bloodthirsty insects found in this nation the most ferocious and the best-feared is the blood-sucking cone-nose. *Conorhinus sanguisuga*, which is confined to the South and West, and is well known to the inhabitants of those parts of the country. There are several variations of this species, but they are all very closely allied.

The head of the insect is furnished with a sort of dagger, projecting outward and downward from the head, which it plunges through the skin of any living creature upon which it may find itself preparatory to sucking its blood, for this insect is a blood-drinker at first hand and does not, like the *Rasahus*, murder and despoil the robber.

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Mass. Medical Journal.

An Ancient Historic Stone.

Stones have fallen from the heavens in all ages. In very ancient times one fell in Phrygia; the ignorant people supposing it had been sent by celestial beings, carefully preserved it and made it an object of worship. It was kept in a temple at Pessinus and became widely known. In the year 549 of Rome, the high priests, after consulting the Sibylline books, declared that for the safety and prosperity of the commonwealth it was necessary to possess this stone, then worshiped under the name of the "Great Mother of the Gods" or Cybele. Livy, the historian, in his 24th book, describes its arrival and solemn reception in Rome. In 562 A. U. C. it was put in a temple built for it.

It was described as conical in shape, of a deep brown color, looking like a piece of lava, and having a sharp point. A silver

statue was made of Cybele, and this stone was used for the head of the statue. It was believed that this stone had a great influence on the fortunes of Rome. The half-mad emperor Helagabalus wanted to have possession of all the sacred things in the temples, and contrived to steal this stone and put it in his chapel. When the palace of the emperors was excavated in 1730 M. Bianchini found in the ruins of the chapel of the emperors what was evidently this very stone. He says: "The only object I discovered in it was a stone nearly three feet high, conical in shape, of a deep brown color, looking like a piece of lava and ending in a sharp point. No attention was paid to it and I know not what became of it." It was probably carted away with the rubbish and is therefore utterly lost.

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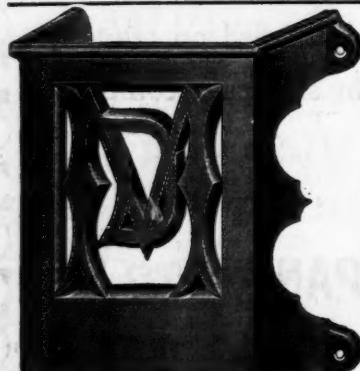
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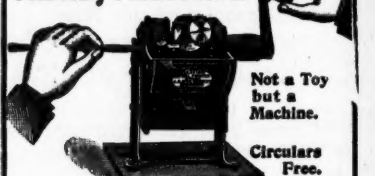
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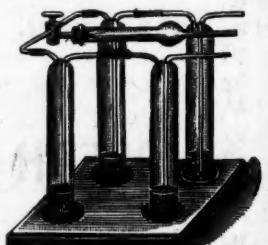
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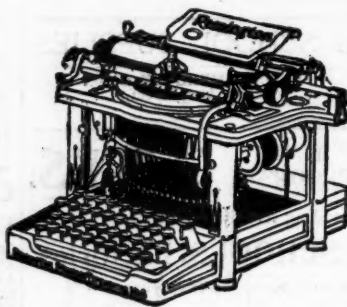
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